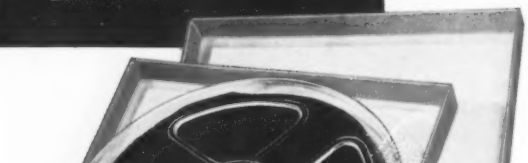
OVERVIEW
For All Educational Executives November 1960

NEW PATTERNS IN EDUCATIONAL STAFFING

new patterns in educational staffing

A BUTTENHEIM PUBLICATION



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WHAT'S NEW IN NATIONAL

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OVERVIEW

For All Educational Executives

A Buttenheim Publication

What's in a name? . . .

. . . Sometimes, in the case of a magazine, at least, a little bit of controversy over whether it's a help or a hindrance.

At the time of OVERVIEW's first appearance, we heard from a few readers, and a few more advertisers, that our name did nothing for us—"not precise enough." But we stuck to our guns, firm in our faith that what education would need most in the 1960's was administrators with an overview.

Eight months later, we still get needled by a manufacturer or ad agency executive about our name OVERVIEW. But there are precious few gibes from readers as more and more third-party evidence appears that our title has increasingly strong significance within school and college administrative circles. A booklet from the U. S. Office of Education has just come to my desk entitled, "Professional Preparation for Teachers of Exceptional Children: An Overview." And note the quote in our cover story, "New Patterns in Educational Administration," from the official bulletin of the Association of School Business Officials: "No longer is [the superintendent of schools] confining himself to the minutiae of the task but is . . . leading and coordinating the total educational effort. Blocking the total tasks of education into broad areas and employing professional assistance gives the school superintendent an opportunity he has never had to continually overview the work of the school system as it is directed toward educational efficiency."

What's in a name? A great deal, if it's the right name.

Donald V. Buttenheim

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If you would like to know more about this superb typewriter, our representative would be pleased to show it to you at your school. IBM ELECTRIC TYPEWRITER DIVISION

OVERVIEW

For All Educational Executives

November 1960

45 **Language Labs: An Agonizing Reappraisal**

The market is booming with electromechanical systems limitedly termed "language labs," as manufacturers move ahead without benefit of educational specifications. This report untangles some crossed wires; includes a sampling of labs now on the market.

50 **Four Definitions of Your Job**

Van Miller traces the development of the school administrator's job to its present "integrative" type—the ability to "comprehend the overview, order values and purposes, and signal and accomplish action." Timely reading for the modern executive.

52 **New Patterns in Educational Staffing**

There's a new look in school district organization charts of the sixties. Nationwide survey shows that educational executives are elaborating the administrative structure, delegating greater authority to assistants. The goal: more efficient administration of an expanding system of education. Implifications are here not only for top executives but for neophytes moving up the ladder.

56 **A Twilight for the Stadium Gods**

Athlete-spectator system of physical education must give way to a genuine physical fitness program, says David Parkinson. Cyril Trayford adds a cue sheet for hiring physical education staff.

58 **Built for School-Community Fitness**

Michigan community builds a million-dollar gym that can accommodate the full range of athletic activities. Adults are also participants here, not just spectators.

60 **Getting More Power at a Saving**

Pennsylvania Military College converts its power system to primary service; Raymond McCaffrey reports that the change-over can pay for itself in five years.

64 What Democracy Needs from Education

E. V. Pullias discusses a new book's answer to an old problem: what theory best serves education's commitment in a democracy?

68 Teaching on All Channels

Eugene Foster had an inside look at network educational programming and found it good; educators can profit from commercial TV's know-how. Sample log of network and local programs proves his point.

70 Where Education Is "On-Limits"

A Catholic university takes teachers and courses to a nearby air force base; Bro. Henry Ringkamp and Donald Smith report on this school-community enterprise.

80 H.E.W. After the Election

No matter which party wins, don't expect too many changes in the Department of Health, Education and Welfare, according to our Capitol correspondent.

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LETTERS

Subverted Classroom

. . . I think that your staff is to be commended for its broad choice of subjects and for its imaginative treatment of topics many of us take for granted. Your report on "The Subverted Classroom," in the September issue, deserves special commendation—a Pulitzer Prize for high level reporting. . . .

BENJAMIN SHIMBERG, Director of Educational Relations, Educational Testing Service, Princeton, N. J.

Corporate Citizen

I have just seen the September issue of OVERVIEW magazine and was very pleased to read the article entitled "The Corporate Citizen." This, as you well know, has been an area of cooperation between business and education that has been going on for decades but is just now beginning to approach a level that could be quite significant in the years to come. You may be interested in knowing that McGraw-Hill is presently considering sponsoring a discussion seminar this year devoted to this subject which they hope to summarize into a publication similar to the book entitled *Financing Higher Education 1960–70.*

JOSEPH M. BERTOTTI, Manager, Educational Relations and Support, General Electric Company, N. Y.

Expanding Frontier

. . . Through unusual insight you . . . have placed your publication above the urgent, and often minor aspects of education, to the significant and important level and thereby make a refreshing and helpful contribution to the field.

In reviewing the last issue I note that you are taking greater cognizance of higher education, and I believe that in the years immediately ahead we shall have a greater stake in higher education than we now can fully realize. . . . I am continually being impressed by the increasing dependence that all education

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Letters (continued)

will have on the expanding frontier of post high school education. . . .

FOSTER S. BROWN, President, State University of New York, College of Education, Oswego

Trimester Plans

In the September . . . *News Round-up,* the item headed "Longer School Year" stated "the trimester plan was developed by the University of Pittsburgh, still the only degree institution using it."

For the information of OVERVIEW and its readers, Parsons College initiated this trimester plan last year and is currently using it successfully as an elective program in addition to the regular four year program. . . .

ALLAN J. ORLER, Director of Development, Parsons College, Fairfield, Iowa

Playboys of the Sea

Although I suppose I should be grateful for the publicity in your blooming *News Round-up* ["Of Men and Dolphins," August, p. 60] seeing that you got the name right, I must nevertheless protest the offishus, not to say, cetaceous treatment accorded a serious academic enterprise conducted in the interests of the national welfare at Whittier College. If there is any point at all in what seems at best an incoherent hodgepodge, it is apparently the implication that no matter how high we raise the freshman IQ at Whittier we will never catch up with the bottlenose dolphin. The shallow commentator, obviously ignorant of both Laughing and Grief, is apparently unaware that the first English semanticist, Prof. C. L. Dodgson, established the great Teleological Principle a century ago that "no wise fish would go anywhere without a porpoise." All semantics but General Sem-antics has been porpoisely purposeful ever since. Indeed I am even able to report that the great question so dramatically poised by Prof. Dodgson, Do purrpusses pet porpoises? or do porpoises pet purrpusses? has been settled by the Whittier research. Porpoises and purrpusses do not pet! . . .

ALBERT UPTON, Whittier (Calif.) College

Reader Aides

I noticed in the September OVERVIEW that there is an editorial entitled "Reader Aides for English Teachers." You are no doubt informed concerning the experiment provided by the Educational Testing Service and their experiments in the nine school systems over the country. You might be interested in going back to the source of this experiment rather than to pick up something that has been carried on later.

LESLIE W. JOHNSON, Superintendent, Sheboygan (Wisc.) Public Schools

"Careers" Prices

In the August OVERVIEW, you printed a review of Richard Wynn's new book, "Careers in Education," along with a book published by Harper authored by Redefer and Reeves. . . . The price quoted for the McGraw-Hill book, $6.75, is the price of the Trade edition. The text edition of Professor Wynn's book is $4.95 which makes it more competitive with the Harper book.

JARED C. HALVERSON, Promotion Manager, College Department, McGraw-Hill Book Co., Inc., New York, N. Y.

Defunct Robin

It seems to me unfortunate that such a poorly written article as "Who Killed Cock Robin?" in the August issue of OVERVIEW should appear in any reputable magazine.

EVERETT KEITH, Missouri State Teachers Assn., Columbia

Nuclear C ter

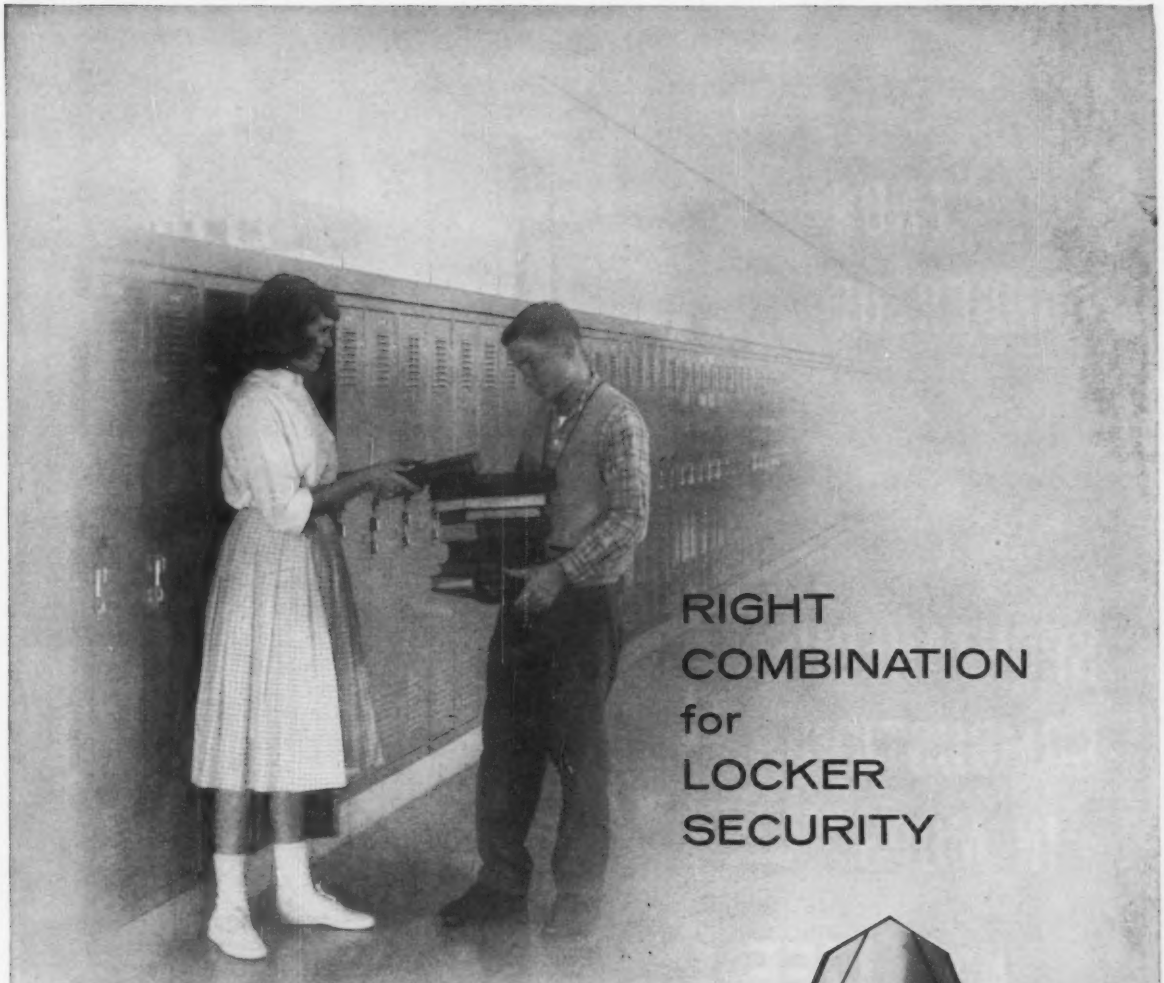
. . . "Prize Winner Revisited" by Lopez [October] is good and not sugar-coated. We like it.

The Nuclear Science Center is also good, but since the article failed to give credit to the architect—namely us—we didn't like it as much. I suspect that wasn't OVERVIEW's fault, however. . . .

WILLIAM W. CAUDILL, AIA, Caudill, Rowlett and Scott, Houston, Tex.

• *Ed.: You're right, it wasn't. Our apologies and belated credit to the Caudill firm.*

Circle **OV-206** on reply card, last page



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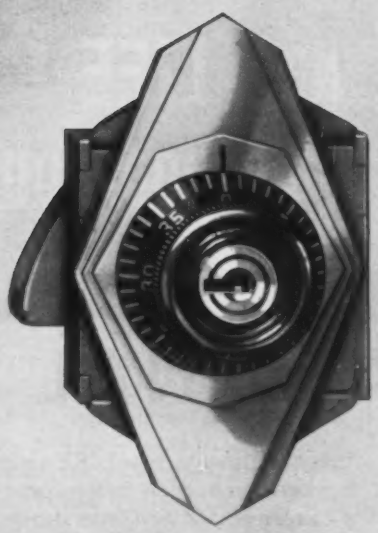

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ONE VIEW

Archibald B. Shaw

Is the Staff to Be Utilized?

UTILIZATION is an ugly word. It has no gracious nor pleasant sound. But utilization of staff is more than ugly: it is an outrageous phrase. It grates for its lack of euphony, but it offends for its lack of humanity. It can fall freely and unfeelingly from the lips only of those who forget that staff is shorthand for people. Do we mean "to make use of" people, to "turn" them "to profitable account or use," "to make" them "useful"? These are the three definitions Webster gives for utilize. Is educational administration the manipulation of employees for efficiency's sake?

It's not enough to say that it's only a sort of shorthand expression, that everybody knows that you don't mean to belittle the fine people who do the real work of the school or college. That kind of excuse might do for the insensitive or the unsophisticated. But it's hard to accept from anyone who is liberally educated, is a student of the humanities, is a knowledgeable user of words.

It's a cynical expression, compactly connoting attitudes towards the function of administration which are wholly inconsistent with the great purposes of a liberating education. It's conceivable that a Boyden could utilize a smallish staff in such a way as to make Deerfield Academy a great focus of Boyden personality and values on generations of students. But surely we're not hopelessly liberal when we question the natural right of anyone to use the people to whom we entrust our youngsters.

It's an outmoded concept, trailing, typically we're told, some years behind the management theories it seems to reflect. The Turner time-motion studies, the efficiency theories which led so directly to the de-humanized assembly line (remember the Charlie Chaplin film, *Modern Times?*) have been left behind in management theory. In production the consequence has been the speeding of automation and the rapid elimination of the human machine. In business management there has been a shift to concern for the satisfaction of the employee in his job and to establishment of an environment that will elicit the maximum contribution of each member to the common purposes. It is no accident that the ability to work constructively with people is rated high by prospective employers of junior executives and is conceded to be the hallmark of the successful manager on the job.

Administration is a function. As a phenomenon it is non-personal. However to the extent that responsibility for educational administration centers in a position, the educational executive is especially charged to infuse that function with concern for human values. Teachers ("staff") are people. They are not to be utilized, not manipulated, not "turned to profitable account or use." They are to be freed to teach; encouraged in their efforts to stimulate and guide learning; supported with maximum resources of space, time, things, and competent counsel; and undergirded with the sure knowledge that their great purposes are shared. We don't know about class size or daily schedules, except to know that they must permit teachers to teach, and must seem to the teachers to be drawn up with consideration both of students and of teachers.

Efficiency or maximum utilization are not appropriate tests of educational administration. Central though it may be, maximum measurable learning is not the sole measure either. Effective administration involves the most efficient service of supply, the least wasteful utilization of plant and other resources, and the maximum of measurable learning. But indispensable is the satisfaction of the teachers. A teacher whose every relationship with administrators and colleagues is bedded in mutual respect; who feels himself a person, yet one of a group with common purposes; who finds it possible to know and plan for every student in his charge; that teacher alone can make learning meaningful, satisfying, and challenging.

Utilization is an ugly word, and utilization of staff outrageous. But more important than euphony or outrage, is the constant return to concern for people which must characterize our conduct, illumine our planning, and measure our mastery before it can give warmth to our speech and felicity to our phrases. ●

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GENERAL TELEPHONE & ELECTRONICS

FORUM

Education on the Networks

The kind of television that reaches every set in America—commercial, network TV—has taken on magnificent educational dimension this fall. The national conventions, the great debates, and the responsible discussions of issues and personalities, joined to the epochal session of the General Assembly of the United Nations have caught and involved millions of Americans in a great civic educational program.

TV has come to be an indispensable adjunct to the development of responsible citizenship. It does not replace but illumines, and builds appetites for, a responsible press and informed discussion. To an industry often deservedly censured, congratulations and appreciation for citizenship education well done. [See "Teaching on All Channels," p. 68.]

No Time for Election Discussion

The 1960 presidential campaign is passing unmentioned in many classrooms throughout the United States. It may come as a surprise that in these crucial times this quadrennial opportunity to teach American ideals and civic responsibility is being let go by default.

Since the Sputnik scare, the curriculum emphasis has shifted. Science, mathematics, and language studies have been stepped up. Unfortunately, it has often been the social studies that have had to give way to make room for the new programs.

This is also the age of testing. Admission to college depends more and more upon standardized test scores. Social studies teachers feel obliged to concentrate on routine types of questions which will pay off in high achievement scores for their students. For these reasons, the policies of Messrs. Kennedy and Nixon are being less discussed than the Eighteenth Century tariff.

Curriculum guides or written courses of study are also partly to blame here. In the better school districts these are flexible outlines for the teachers; the guides indicate minimum standards for each course. But districts that demand strict adherence to the guides are forcing their classrooms to ignore the presidential campaign altogether—not to mention the turbulent and history-shaping current session at the United Nations—in order that all students keep together in their study of the age of exploration and colonization. Statewide exams will be based on the curriculum guides; heaven help the teacher and student who stray into a discussion of the 1960 Republican and Democratic platforms!

In systems that are not held to guides, it is often possible to find students who completed American history without ever studying beyond World War I. Teachers often leave the study of current events to each other—so no one teaches it.

Complicating this situation are the thousands of teachers with sub-standard certification who may not be adequately prepared to lead a non-partisan study of the electoral system. So the subject is simply not discussed.

There are, of course, many classroom situations in which the teachers are encouraged to use the election as a medium for teaching an understanding and appreciation of our American heritage. There are many communities whose schools recognize that keeping up with current events is the first step in a "defense by education" effort. There are teachers who have started their 1960 American history courses with a study of the events of the present, using the daily newspaper as their basic text. And it is because of these teachers that we can expect a more informed electorate four and eight years from now.—*Dr. Sydney Salt, director of instruction, Tenafly, N.J., Public Schools.*

Windowless Classrooms – Conclusion

We've had some very fine letters on this subject since we ran an item in Forum in the August issue—more than we could find room for. There were eloquent and thoughtful comments on both sides—the mail running about four to one in favor of windowed classrooms.

One of the few advantages not listed in those letters (and how eloquent they are!) is the extra "felt" space—space not enclosed nor paid for, nor available for physical activity, but psychologically added.

The conclusion we reach is that whereas for some purposes and for relatively brief portions of the day (varying directly with the age of the group) a windowless room is useful, for the great number of rooms and greater period of the day the complete shutting out of the out-of-doors is inconsistent with the full objectives of education and with the values we seek to build and preserve.

We regret the tendency to base the case for cooling and air conditioning on the apparent economy which results from the compact windowless school. If economy means not spending money, then why build at all? In our view the control of the thermal environment, of humidity, and of impurities in the air which our modern technology makes available to us at such relatively little added cost is warranted and even required by the improvement in the living and learning environment.

Air conditioning takes its place among the many factors—educational, aesthetic, health, comfort, cost, and convenience—to be brought into harmony by the skilled architect in the design of an educational plant. It cannot be the dominant consideration, and neither is it justified only if it costs nothing.

The issue is not windowless classrooms. It is the skillful balance and creative harmony among all environmental controls which produces good and occasionally great buildings for people and their learning. ●

AMERICAN EDUCATION WEEK, NOVEMBER 6–12

Circle **OV-209** on reply card, last page

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Capacity up to 48 rooms

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Matching Radio & Phonograph Assembly

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★ **Quality 3-Speed Record Player**

Combines perfectly with the S224 system above for the distribution of radio and phonograph programs. Enables even the smallest school to enjoy the benefits of both intercom and program facilities at the lowest cost.

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ECONOMIC SCENE

Top Quality Personnel and The Manpower Competition

EDUCATIONAL FORECASTERS say that the nation's student population will increase by well over a million each year for a good many years to come. The enrollment increase will require thirty to fifty thousand additional teachers each year—over and above the one hundred fifty-or-so thousand teachers who must replace those who annually retire. Simple addition shows that two hundred thousand recruits must annually join the nation's teaching cadre.

But merely finding that many new teachers isn't the extent of the problem. There's hardly any danger that classrooms of youngsters will be facing empty teacher's desks in Septembers to come. The real problem is how to find two hundred thousand *quality* teachers for each fall's school opening.

Schools compete with hundreds of other professions in attracting intelligent, able, and highly trained young people. And most of these professions—medicine, science, engineering, social services, the ministry—share with education the problem of getting enough quality people to fill out their ranks.

The economic rewards of teaching are by now adequate enough to obtain workers of some kind. But they are hardly adequate to attract the quality of teachers we need. Many students of the problem believe it cannot be solved without drastically changing the structure of education itself. The solution, they say, is to get a small number of highly able teachers and employ them differently from the average classroom teachers.

Theoretically, if other fields would ease their demands for top quality personnel the ranks of able teachers would swell. This would be robbing Peter to pay Paul, admittedly, but it is obvious that some shifting of quality personnel among the professions will have to be made —slow and difficult a process as this would be. Increasing the average salary of teachers would alone hardly be sufficient to accomplish this. Better solution here would be to grant special salary increases for the very able teachers.

This is a fertile area of experimentation. We need to encourage school systems to test new ways of both utilizing and paying the highly successful teacher.

Salaries no longer impose the economic burden on the teaching profession they once did. Average salaries for teachers increased by three or four percent last year while their cost of living rose by just half that. But this

gain does no more than bring their salaries in line with those for comparable professions. It still leaves unsolved the major question: how to find, pay, and use enough good teachers.

Record Year for Bonds and Buildings

School bond interest rates moved up slightly during the month of September, but this probably represents no more than a temporary shift in a downward trend. [See chart on page 23.]

By the early part of this year interest rates had reached a relatively high level which tended to reduce the volume of bonds issued. Then the pattern reversed itself: interest rates started down and the volume of bonds began to increase until by September there was a large supply of bonds available. This has doubtless caused the temporary rise of interest rates.

Expectation is that the volume school bonds sold this year will climb above last year's total. School construction is expected to set an all-time high in 1960.

The cost of school buildings continues to rise very slowly, with the rise and drop of various building material prices nearly cancelling each other out. The rise in building efficiency has not been high enough to counteract the continued rise in labor costs. Net result is some continued upward pressure on over-all school building costs.

—HAROLD F. CLARK

Representative Bond Issues

(From Sept. 6th to Sept. 27th, 1960)

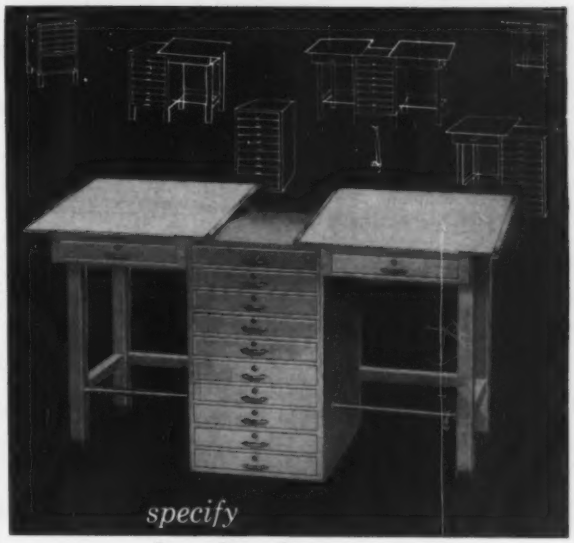
School District or College		*Amt. in Millions*	*Moody Rating*	*Net % Interest*
Cal:	Santa Monica Unif	$3.	Aa	3.14
Colo:	Western State Col (hous rev)	1.78	NR	3.125
Ky:	Eastern Ky State Col (bldg rev)	2.	NR	4.0537
Mass:	Mt Greylock Reg	2.15	*Aa	3.15
	Bridgewater-Raynham Reg	2.39	*A	3.62
Mich:	Mt Pleasant	1.1	Aa	3.0228
	Nankin Mills	1.65	Ba	4.414
	Bangor Tp	1.2	*A	2.80303
	Detroit	10.	A	3.64
Minn:	Red Wing Ind #256	1.5	Aa	3.25606
Mo:	Ritenour Con	1.5	A	3.5636
N. J.:	Hamilton Tp	4.4	A	3.55
	W Essex Reg	4.785	*A	3.64
N. Y.:	E Hampton Un Free #1	1.6	*A	3.40
	Ramapo Cent #1	1.485	Baa	3.64
	Islip Un Free #3	2.99	Baa	3.83
	Salina & Clay Cent #1	2.055	Baa	3.54
Ohio:	Parma City	1.65	Baa	3.70
Okla:	Tulsa Co Ind #1	4.8	A	3.0602
Penn:	Lancaster Sch Dist	3.2	Aaa	2.6329
	Pen Argyle Area Jt Sch Sys Auth	2.035	NR	4.127

*—provisional NR—none assigned

Compiled from The Daily Bond Buyer

Circle OV-210 on reply card, last page

*turn your budget into a lifetime investment



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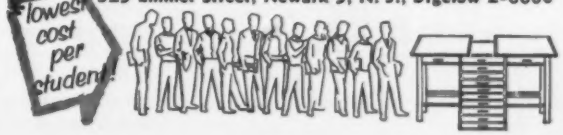


8 ways to enrich school curricula and improve administration

...through an economical sound-communication system

The console shown here is the central control of an Executone sound-communication system for an average-sized K-8 or secondary school. Located in the General Office, it handles switching, programming, transmission and power amplification for all the services described below—and others that your special requirements may suggest. Its 5-channel capacity eliminates the need for more than a single conduit for signals or communication between any two points in the system. Identical functions are available in a vertical console, for use where office space is at a premium.

Supplement the teaching program with sound

Classroom audio-aids can give students access to sources of important teaching materials . . . can place each class in closer relation to the school and the world around it . . . can help develop each pupil's critical faculties. Leading educators value the availability of:

Radio broadcasts: speeches; music; coverage of special events; interviews; important dramatic presentations; sessions of Congress; etc.

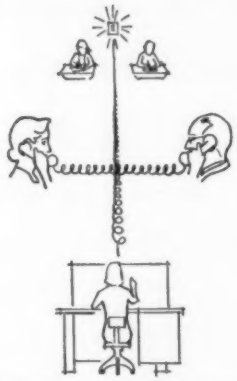
Recordings: from an ever-increasing fund of educational material on tape and discs.

Transmissions from other parts of the school: student musical programs; sports events; etc.

Recording and play-back facilities: for classes in choral and instrumental music; language and speech courses; drama workshops; etc.

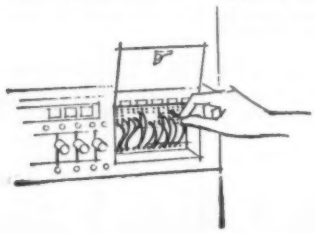
All these audio-aids can be supplied by a single Executone classroom reproducer . . . the same instrument that handles time signal, alarm and intercom functions. With a standard Executone system, any combination of rooms—chosen by selector-switches—can receive either of two simultaneous sound transmissions. Reproduction is of unusually high quality. Where recording and play-back are desired, rooms need only be supplied with microphone and tape-deck jacks. Amplification takes place at the main control console.

Speed administrative action: relieve over-burdened staff



Freedom to teach—and to work more productively—is one of the best answers to the chronic shortage of teachers and administrative personnel. Time savings increase in direct proportion to the staff's communication capabilities. Today, these can economically include: A) 2-way electronic voice intercom . . . between the office and any classroom . . . with complete privacy safeguards. B) Private-line room-to-office and room-to-room intercom . . . with call origination from any point. The Executone system offers all the above, providing 2-way remote-reply intercom through each classroom speaker . . . optional private-line handset communication using an independent channel carried by the same wiring.

Save money & space in providing variable time programs



Classes with varying time requirements need no longer be subject to an inflexible set of signals. But conventional time-programming equipment—including independent crossconnect panels, relay racks, classroom buzzers and wiring systems—is bulky and expensive.

The Executone system includes a remarkably compact, easily accessible peg-board programmer—which allows each classroom to be placed on any one of six different time programs within seconds. This function is built directly into either standard console! The costly conventional system is eliminated.

Circle **OV-211** on reply card, last page

Preserve student discipline during unsupervised intervals

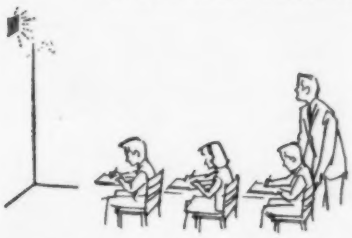
When teachers must leave their classes, the maintenance of discipline usually depends on the presence of a substitute. Faculty members may now be relieved of this non-productive extra duty. Unattended students can be monitored from the Office—through the Executone speaker—and notified by its open-line signal light that they are under remote supervision.

Control student transportation

Teachers find it especially difficult to keep order—and prevent delays—when restless students must await loadings of homeward-bound school buses. This condition is relieved when children are permitted to play freely—until summoned to the loading area in proper groups and directed to their buses.

This can be achieved through an inexpensive adjunct to the Executone system: a microphone jack at the loading area and speakers at loading and congregation areas. Both microphone and speaker wiring run in the same conduit. The amplifiers at the main console are utilized. Any available microphone can be plugged in at dismissal time.

Preserve the continuity of classroom activities



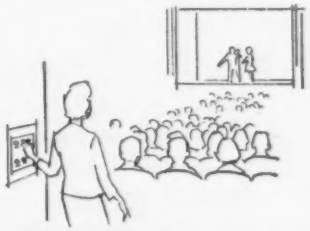
Communications in the modern school go a long way toward assuring uninterrupted class activities. But care must be taken that the facilities which make this possible are not themselves a disruptive influence. This is the case where calls make it necessary for teachers to drop what they are doing, to approach or handle equipment . . . or where a call interrupts a sound transmission.

Executone removes both of these contingencies. Through-the-speaker calls, for brief conversations, can be answered by the teacher from any point in the room—without raising her voice. And use of the optional handset channel for longer conversation prevents interference with concurrent sound programs.

Prevent confusion and panic in emergencies

Leading administrators have long felt the need for greater control of student bodies in emergencies. They seek alarm signal facilities to augment standard fire alarm systems—for such special contingencies as air raids. To control student movements in critical situations, they wish to make it possible for any staff member to broadcast voice instructions—without having been trained in the use of sound equipment.

In the Executone system, the same components used to produce time signals will also provide supplemental alarms. Executone furnishes duplicate signal generators—for fail-safe standby duty. For follow-up voice instructions, after an alarm, a staff member need only touch the 'emergency' bar at the Executone console. This overrides all other transmissions . . . allows him to speak immediately to the entire student body.



Provide quality-controlled sound for audience activities

No audience facilities are so intensively used as those in the modern school. Auditoriums and gyms serve not only during the school day—but also for adult and community activities . . . for socials and special events. Sound reinforcement equipment must be designed to high standards. And controls must be efficient. Conventional microphone mixing units—because of A-C power, ventilation and space needs can seldom be situated where they do most good.

An Executone system provides not only sound reproduction of highest quality, but also new flexibility in the location of controls. Transistorized preamplifiers and mixers are compact enough for concealment anywhere . . . have no special installation requirements.

Executone manufactures School-to-Home telephone equipment for shut-ins.

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1. THOROUGH, PROFESSIONAL CONSULTATION OR SURVEY
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Some advantages of this modern ventilating and heating system are:

☑ EASE OF EXPANSION — FLEXIBILITY

Lennox Comfort Curtain's modular design easily fits the Board's requirements for future expansion. Since a central heating source is not necessary, each classroom can be ventilated and heated individually, with new units easily added when new construction has to be done. The Board also found Lennox Comfort Curtain to be highly flexible . . . able to ventilate and heat all sizes of rooms.

☑ ECONOMICAL INSTALLATION — OPERATION

Room-by-room installation kept initial costs at a minimum . . . (total cost was $1.19 per sq. ft.). Flues for exhausting combustion products were of the simple prefabricated-type, and simple openings in the classroom walls provided fresh ventilation air. Book shelf ducts were utilized, furthering ease of installation simplicity.

☑ INDIVIDUAL ROOM CONTROL

The air processing units in each room, meter precise amounts of fresh, heated or return air as required, filters it clean, and distributes it uniformly through the duct sections *across the full length of each classroom exterior wall.* Individual Day-Nite thermostats allow teachers to set and maintain room temperatures within ½° of control setting.

Comfort Curtain system blankets windows and outer walls to provide a barrier between room occupants and the weather.

Students stay healthier, more alert —teaching is more rewarding

It goes without saying that in the thermal environment created by Lennox Comfort Curtain, the side benefits are numerous. Teachers, students and administrators are happier and more efficient. Schools offering Comfort Curtain also find it easier to attract and keep qualified personnel. For complete information about the Comfort Curtain System and its adaptability to in-the-room, two-room remote, central warm air, hot water or steam, heat pump or electric heat sources, write LENNOX, 511 S. 12th Ave., Marshalltown, Iowa, or phone your nearest Lennox office, listed below, and ask for a Lennox technical representative to call.

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LATE NEWS

For further coverage, see pages 87–95.

PRICE TAGS: The price of higher education is high and will go much higher in the coming years, but this price is far less costly to the nation than "the wasteful ineffectiveness of educational mediocrity." That warning, contained in a special American Council on Education committee report, permeated general and group sessions of the organization's annual meeting in Chicago.

Predicting that the amount of money we spend on education will triple in the next ten years, President Nathan Pusey of Harvard, committee chairman, called for full support from government, business, and private sources. He was not specific about the government's role.

The ACE report—"The Price of Excellence"—urged vastly increased expenditures, called for more efficient use of existing educational facilities, and warned against "false or misplaced economies which stand in the way of improving education."

Representatives of more than 1,100 member institutions heard Michigan State University president John Hannah warn against creating an educational elite in this country. "We are irrevocably committed to mass education," he said.

Noting constantly rising college costs, Hannah said their effect was "to clamp an economic blockade on large numbers of our bright young people who have the brains but lack the money to meet this arbitrary and undemocratic criterion."

William Harrell, University of Chicago vice president for business affairs, said that colleges and universities are not being adequately reimbursed for sponsored research. Many grants and contracts do not provide full payment of direct costs and "only rarely do we receive full reimbursement of indirect costs."

* * *

CALIFORNIA PRIORITY: Education received top priority in California Gov. Edmund Brown's 1961 legislative program, above water, farm, labor, and other state problems.

Gov. Brown will present his own recommendations to the legislature, independent of state superintendent of public instruction Roy E. Simpson or the Citizens Commission on Public Education, which just concluded a two-year study. He intimated his proposals could include some change in minimum standards.

The governor also frowned on the idea of giving school districts the right to choose their own textbooks. (Books are now selected by the state; districts can purchase only supplemental texts.) He reiterated his hope that something can be done to consolidate the state's school districts.

NOTE TO FURNITURE MAKERS: Young men and women in the U. S. now average about two inches taller than those of 60 years ago, according to an Agriculture Department report. They are also heavier.

Comparisons of college women with their mothers and college men with their fathers show that the younger generation in recent years averages about an inch taller than the older group. Sons weigh from five to ten pounds more than their fathers; daughters average two to five pounds heavier than their mothers.

Heights of college men and women seem to average slightly more than the general average.

* * *

GOOD PARTNERS: The partnership between school business officials and teachers was explained to more than 2,000 participants at the annual meeting of the Association of School Business Officials in St. Louis. U. S. Commissioner of Education Lawrence Derthick and outgoing ASBO president G. Alvin Wilson agreed in separate speeches that business officials play an important role in increasing the effectiveness of the teaching staff.

In describing the qualifications of a school business manager, Wilson said it was first necessary to acquire some basic educational philosophy, and then "to study finance, accounting, building design, operation, purchasing, food service, and other technical problems of school business."

Wilson said university training courses for those entering the field are being improved, but he did not favor immediate state certification of school business officials.

A resolution adopted by the membership urges colleges and universities to develop courses and workshops which give credits towards bachelor and other advanced degrees in school business administration.

Over 100 school equipment manufacturers exhibited.

* * *

EDUCATIONAL LAG: Creation of a national foundation to insure equality of educational opportunity for disadvantaged groups has been strongly urged by the National Scholarship Service and Fund for Negro Students. Richard Plautt, NSSFNS president, proposed the National Talent Foundation in the group's annual report.

He said it would be an ultimate solution to our current problem of "educational lag" among Negroes and other minority groups and the resulting effect on our future supply of educated manpower.

During the past twelve years 7,000 Negro students entered 350 inter-racial colleges with $2.5 million in financial aid from NSSFNS.

WORLD PERIL: A reduction of at least one-third in the world's birth rate by 1980 is essential, warned Robert Cook, president of the Population Reference Bureau, Inc. The alternative is prolonged economic and political chaos.

Cook did not advocate any particular method of controlling the world's population, which now numbers nearly three billion and is growing at the rate of about fifty million a year. "But there are methods that would be acceptable according to morals and religion," he said.

The bureau, a non-profit scientific and educational organization, was in the thick of last year's controversy over birth control in the U. S.

* * *

LEARN MORE IN LESS TIME: "What today's college graduate learned in sixteen years, his children will learn better in fourteen, asserted Jean Paul Mather, president of American College Testing. Writing in the group's first annual report, the former president of the University of Massachusetts attributed the accelerated pace to more intensive and more effective teaching. "We are discovering that some of the techniques long used are becoming excessively expensive and unproductive," he said.

Mather seriously questioned whether the structure of four years of high school, followed by four years of college, followed by three or more years of graduate school represents the most efficient way of producing well-educated young men and women. Mather also warned that hard-pressed colleges can't afford having experienced faculty members perform routine chores. He also questioned the wisdom of bogging down college and high school teachers in details better handled by clerks.

In its first year, the report disclosed, ACT tested 125,000 high school students seeking admission to 368 colleges and universities.

* * *

ADULT EDUCATION: The New York Stock Exchange is conducting 72 courses on securities and investments open to the public in adult education centers in the New York area this fall.

The courses are part of a national program now in its sixth year conducted by the Exchange and its member firms. The program is annually reaching close to a million persons across the country.

* * *

CURBS SMOKING: Smoking in lecture halls and classrooms has been banned at Princeton University in an attempt to cut down on cleaning and maintenance costs. The ban reverses a practice in effect for the past 35 years.

Officials estimate the no-smoking rule will save Princeton $16,700 a year in cleaning and refinishing costs. It drew the ire of undergraduates and some professors, however, and "The Daily Princetonian" called it a "picky little regulation."

INTEGRATION HIGHLIGHTS: Two trends in school integration appeared this month.

A stiffening of federal court attitudes toward delaying tactics in some southern states.

The multiplying of private schools at an unusually fast pace in the South.

Many educators have decried the sudden growth of private schools in the South. The Southern Association of Independent Schools has passed a resolution declaring it "welcomes good new schools, but condemns the attempts of individuals . . . to make financial profit out of the present emergency by opening sub-standard private schools."

Tougher court attitudes are most evident in rulings on pupil assignment plans.

The Eighth Circuit Court of Appeals condemned the Dollarway School District (Ark.) pupil assignment plan as one filled with devices to prevent integration.

The Fourth Circuit Court of Appeals ruled in a Norfolk, Va., case that no test can be imposed on Negroes who want to transfer from one school to another unless white students are given the same test.

Most recently, the court applied this principle to Arlington, Va., where eleven Negro students had been kept out of a white school because their academic scores were low. Federal Judge Albert Bryan ordered the eleven admitted. This leaves school attendance areas as the only legal basis for determining applications.

Judge Bryan also struck down Fairfax County's grade-a-year school desegregation plan and ruled that nineteen Negroes must be admitted immediately to white county schools.

The judge set up a new guide—local conditions—for the speed at which a community should desegregate. Resolution of the present controversies, he ruled, cannot be reached by the application of any universal principle, but depends upon "local conditions, such as the number of students, the structure of the school system, [and] the character of the community."

In New Orleans, with the Nov. 14 deadline for integrating schools drawing near, 135 Negro students have already requested admission to previously all-white first grade classes and one white student wants to go to a Negro school. School board president Lloyd Rittiner predicts that only three or four Negroes would be enrolled in any white school.

Elsewhere:

Dr. Kenneth B. Clark, associate professor of psychology at City College of New York, writing in the Columbia Teachers College Record, said that segregated education is inferior for whites as well as Negroes. "A white youngster in a homogeneous, isolated, hothouse type of school situation is not being prepared for the realities of the contemporary and future world."

Dr. Carl Hansen, superintendent of Washington, D. C., schools, among the first to desegregate, contended that "integration has apparently not retarded the advancement of high ability students, Negro or white" and that Negro students did not hold back white students in desegregated schools.

HEW Secretary Arthur Flemming sharply criticized the continued closing of Prince Edward County, Va., schools to avoid desegregation.

Mississippi officials authorized additional facilities at Negro colleges in the wake of the largest enrollment in history.

Some 3,200 St. Louis, Mo., elementary school children were transported by bus to less crowded school districts, introducing Negroes to six previously all-white schools.

The U. S. Fifth Circuit Court of Appeals set Nov. 15 to review the appeal by Dallas, Tex., Negroes on the "salt-and-pepper" desegregation plan ordered for 1961.

* * *

EYES ON JUNIOR HIGHS: Greater emphasis on academic work in the junior high school has been recommended by Dr. James B. Conant in his second major study of American public education.

Conant's 14 recommendations were aimed at developing the junior high school more fully as the transition between the pupil-oriented elementary school and the subject-oriented senior high school.

The former Harvard president found wide diversity over where seventh, eighth, and ninth grades belonged in the total organizational pattern. He concluded that school organization is less important than the program provided.

Conant pointed out the need for "teachers with an unusual combination of qualifications" and cautioned against regarding junior high schools as training grounds for teachers who want to move on to senior high.

Concerning curriculum, Conant recommended that English (with heavy emphasis on reading and composition), social studies (with emphasis on history and geography), mathematics, and science be required for all students.

In addition all pupils should receive instruction in art, music, and physical education; girls in home economics and boys in industrial arts.

A small fraction of pupils should start algebra in eighth grade, Conant found, and some pupils should start a modern foreign language on a conversational basis with a bilingual teacher in seventh grade.

Although Conant favors study of one foreign language for six years, he does not recommend starting such training prior to seventh grade.

Referring to instruction in the basic skills—reading and arithmetic—Conant believes this should be continued in junior and senior high as long as pupils can gain from the instruction. "Ideally all teachers at the secondary level should be prepared to teach reading," he said.

Conant criticized over-emphasis on athletics and other frills but endorsed group activities which have particular relevance for adolescents, such as dramatic and musical activities, assembly and homeroom programs, interest clubs, and intramural athletics.

He proposed a seven-period day in order to make the daily class schedule flexible enough to fit the needs of all students, and called for the elimination of study halls.

Similar to his recommendation for the senior high school, Conant would like to see homogeneous grouping in the junior high.

Stressing the importance of guidance and counseling, he recommended that a full-time specialist be available for every 250–300 pupils.

Conant also believes that a few pupils might be held back, "though certainly for no more than two years in the first eight grades."

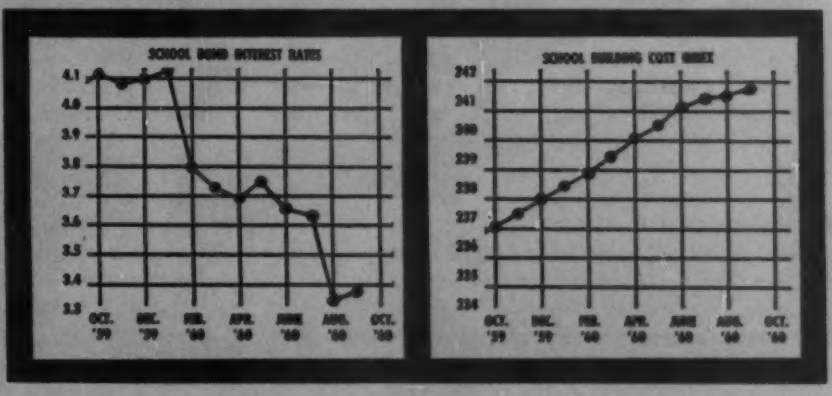
One of the most serious deficiencies Conant found was the lack of coordination between teachers of different subjects and of different grades. He called for an adequate number of curriculum coordinators and for "leadership cutting across schools and grade lines."

A balanced staff of 50 professionals per 1,000 pupils is the "minimum acceptable ratio" for an adequately staffed school system. A professional librarian per 750 pupils is needed. Non-teaching duties of teachers, he said, should be minimized and constantly re-evaluated. "No other duty takes precedence over classroom instruction."

Conant suggested that at least 125 pupils are needed in each of the seventh and eighth grades for satisfactory operation. He set 375 pupils as the bare minimum for a separate junior high of any grade combination. For really efficient operation, he believes 750 pupils are needed.

Conant called his recommendations "purposely conservative." Nevertheless they will require additional

BUILDINGS & BONDS: Interest rates reversed direction in September, averaging at 3.39%. Building costs inched up to 241.9 index. (See p. 16).



money and he urged school boards to make it plain to the public that more money is needed if better schools are to result.

* * *

SELF-HELP: Increased professional status for teachers must start with teachers themselves, Dr. J. Lloyd Trump declared at a conference of the Illinois Secondary School Principals Association. Many teachers, he said, regard their work more as a job than a profession and too many leave teaching for other jobs.

"Much must be done first to create in the minds of teachers a self-image of a professional person," Trump said. "Secondly, communities will have to be educated to this point of view."

But the first efforts, he stressed, must be within the profession itself.

* * *

KILLING THE GOOSE: The Internal Revenue Service is taking a second look at the "Pomona Plan," with the opinion swaying toward IRS rejection of its tax-exempt status.

In 1958 the IRS approved this method of fund-raising, ruled that donors under the plan could avoid the 25 percent capital gains tax, and colleges could deal in securities and still retain their own non-profit character. The plan's originator, Pomona College, last year garnered $858,600—or 34 percent of all gifts—through the security trading of the plan.

Spokesman for the American Council on Education noted that $40 million in life income contracts, drawn up under the Plan, reverted to colleges around the country last year. Now the IRS, a little belatedly, is reviewing the legality of the fund-raising idea.

* * *

IN THE FAR EAST: Stanford University has announced plans to open a new campus in Tokyo on April 1 for advanced students specializing in Far Eastern affairs. It will be the University's fourth permanent campus in foreign territory.

Stanford's first campus abroad has been operating near Stuttgart, Germany, since June, 1958. Two other foreign campuses—Tours, France, and Florence, Italy—opened last month with 80 students each.

Initial enrollment on the Tokyo campus will be about fifteen, including five graduate students. Tuition and fees will be the same as on the home campus, with round-trip air passage included. Students will also be permitted to take courses at Japanese universities.

* * *

ASSAIL LODGE STAND: Republican vice presidential candidate Henry Cabot Lodge has been criticized for indorsing use of public tax funds for parochial school construction and other purposes.

The attack came from Glenn L. Archer, executive director of Protestants and Other Americans United for Separation of Church and State. Archer said Lodge is making "a most unfortunate concession to political expediency when he supports the use of public tax funds for construction of parochial schools and also for grants toward transportation and textbooks for these institutions."

Meanwhile, HEW Secretary Arthur S. Flemming said he believes that increased federal aid for institutions of higher learning should be available to public and private institutions alike, without regard to church affiliation.

However, in the case of elementary and secondary schools, Flemming said that assistance should be limited to the tax-supported school system.

* * *

POTPOURRI: A Cleveland department store has set up a loan fund of $100,000 for the School of Medicine at Western Reserve University. The Higbee Company, marking 100 years in Cleveland, has created the Higbee Centennial Loan Fund—an annual contribution of $10,000 for ten years—to aid deserving medical students. . . . Contract prices are down for new elementary schools throughout New York State, according to "Construction Daily." The downtrend in New York City reverses a rise noted in 1959, while the decline in the rest of the state is in its third year. . . . A total of 153 stations from coast to coast are carrying NBC-TV's new "Continental Classroom" course in contemporary mathematics, color-cast Monday through Friday at 6:30 a.m. local time. . . . Long Island elementary teachers are eligible for a tuition-free, one-year in-service workshop in science offered at Northport (L. I.) High School by Yeshiva University's Graduate School of Education. The workshop consists of 30 weekly sessions one evening a week. . . . The National Science Foundation has estimated that a billion dollars was spent on basic research in this country in the past school year, or about 8 per cent of the total research and development funds. . . . The Denver school board has asked for an immediate study into the feasibility of charging student parking fees. Observing that Denver taxpayers have paid over a million dollars for high school parking lots in the past few years, Supt. Kenneth Oberholtzer said "there is considerable logic in the idea of charging a fee." . . . A course in Indonesian was introduced this fall at New York University's graduate school of arts and sciences. . . . Sixty-eight sons and daughters of Ford Motor Company employees became college freshmen this term as winners of 1960 company scholarships. They comprise the tenth class selected in the program. . . . Thirteen of the 153 students who graduated from Oakwood High School in Dayton, Ohio, last June were offered 24 scholarships totaling $109,105. They were able to accept 14 of them valued at $71,400. Over 90 percent of the graduates are continuing their education. . . . New regulations will disqualify all Air Force Academy applicants who are not in the upper half of their high school graduating class. ●

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"We're working on intermediate French."

"Nous sommes en train d'étudier le français élémentaire."
"We are studying elementary French."

"Nous avons manqué la classe hier et nous ratrappons les leçons que nous avons manquées."
"We were absent yesterday and are making up the lessons we missed."

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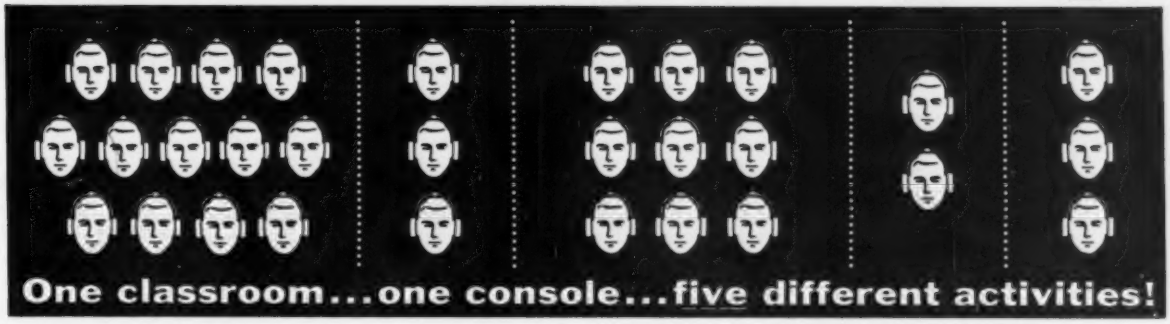
"This system enables us to learn so much faster, we are taking more advanced French lessons."

"Hacemos tareas en español durante nuestro período de estudios."
"We're working on Spanish assignments during our study period."



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CALENDAR

NOVEMBER

14–16, American Assn. of Land-Grant Colleges and State Universities. At Washington, D. C. Ex. sec.: Russell I. Thackrey, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

15–19, Council of Chief State School Officers. At Santa Fe, N. Mex. Ex. sec.: Dr. Edgar Fuller, 1201 16th St., N.W., Washington 6, D. C.

17–18, National Organization on Legal Problems of Education. At Washington, D. C. Secretary: Roger M. Shaw, Kent State University, Ohio.

23–26, National Council for the Social Studies. At Boston, Mass. Ex. sec.: Merrill F. Hartshorn, 1201 16th St., N.W., Washington 6, D. C.

24–26, National Council of Teachers of English. At Chicago. Secretary: J. N. Hook, 704 S. Sixth St., Champaign, Ill.

30–Dec. 3, Institute of International Education. At San Francisco. Chief of Secretariat: Pearl G. Purcell, 1 East 67th St., New York, N. Y.

DECEMBER

2–4, Assn. of Colleges and Secondary Schools. At Memphis, Tenn. Ex. sec.: L. S. Cozart, Barber-Scotia College, Concord, N. C.

5–9, American Vocational Assn., Inc. At Los Angeles. Ex. sec.: M. D. Mobley, 1010 Vermont Ave., N.W., Washington 5, D. C.

5–9, American Technical Education Assn. At Los Angeles. Ex. sec.: W. N. Fenniger, 22 Oakwood Place, Delmar, N. Y.

19–20, Assn. of Business officers of Preparatory Schools. At Groton, Mass. Ex. sec.: James W. Griswold, The Phillips Exeter Academy, Exeter, N. H.

26–31, American Assn. for the Advancement of Science. At New York. Ex. sec.: Dael Wolfle, 1515 Massachusetts Ave., N.W., Washington 5, D. C.

27–29, Modern Language Assn. of America. At Philadelphia. Ex. sec.: Geo. Winchester Stone, Jr., 6 Washington Square North, New York 3, N. Y.

28–30, National Council of Teachers of Mathematics. At Tempe, Ariz. Ex. sec.: M. H. Ahrendt, 1201 16th St., N.W., Washington 6, D. C.

JANUARY

10–12, Assn. of American Colleges. At Denver, Colorado. Ex. dir.: Theodore A. Distler, 1818 R. Street, N.W., Washington 9, D. C.

Data for Delegates—See Denver's beautiful Civic Center, with its distinctive design, architecture, and landscaping—and it will not be too late to see the Civic Center's Christmas Lighting Display. Visit Brown Palace Hotel—its magnificent center court decorations recall the era of the nineteenth century copper lode boom. Visit Colorado Springs, site of the U. S. Air Force Academy; headquarters for the North American Air Defense Command; and Fort Carson, infantry training center. Take side trips to Cheyenne Mountain, Broadmoor Hotel, Seven Falls, Cave of the Winds, Petrified Forest, and the famous Garden of the Gods. Heaviest snowfall occurs during January (8.4 in.). Average winter temperature: 30.8°.

12–15, National Audio-Visual Assn. Midwinter Conference. At Dallas, Tex. Executive Vice President, Box 337, Fairfax, Va.

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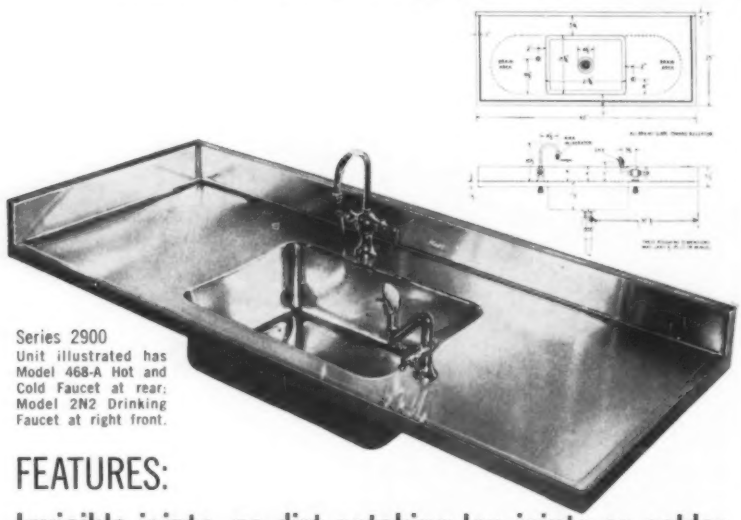

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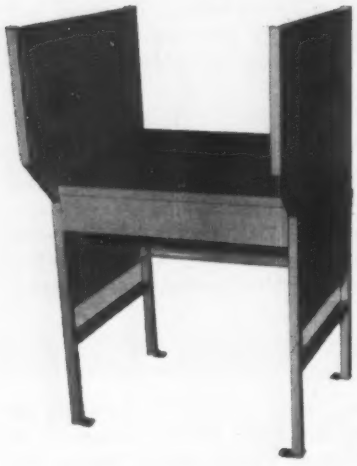

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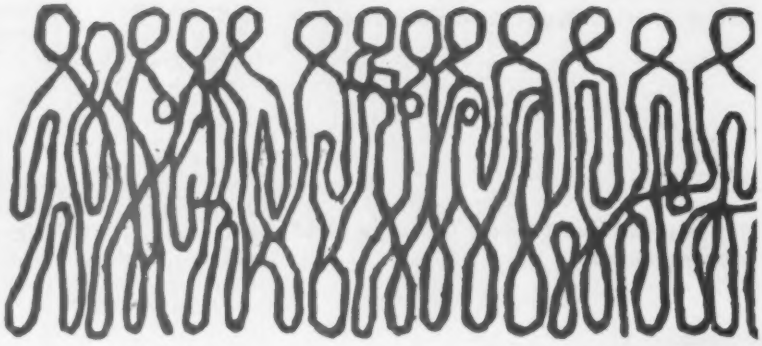

Predicting Success Of the Early Starter

NEBRASKA HAS a "problem" population of children who become five between October 15 and December 31. By state law these children are not old enough to enroll in public school kindergartens the prior September. The law, however, permits local school officials to admit any of these children who are found to have reached a sufficient degree of mental, physical, emotional, and social maturity. The Stanford-Binet individual mental test determines the degree of mental maturity; other aspects of maturity are judged by the psychometrist.

The early entrance procedure was established ten years ago. Since then, over eleven thousand children had been examined in this connection. About seventy-two percent of them have been judged "mature."

Although mental age is measured by psychologists, it is not they who decide what minimum mental age will be set. The choice of a mental age "cutting score" is made by school officials who must ask themselves these questions: Should early-entrance pupils be expected to achieve at the same level as the regular pupils? Should they be expected to do better work? Should they be permitted to do somewhat poorer work because of their age handicap? The answers can be translated into a minimum mental age on the basis of later achievement information.

To get such information, letters were sent to the schools of the pupils who were admitted under the early-entrance procedure in 1954 and 1955, asking for achievement test scores of these pupils when they were in the third grade. Only results from the Metropolitan Achievement Tests, Stanford Achievement Test, Iowa Tests of Educational Development, and Science Research Associates Achievement Tests were found to be sufficiently homogeneous for pooling. The scores on these four tests were compared to the corresponding Binet mental ages: the early-entrance pupils were found to have a mean IQ of 121 and to be scholastically over a half year above the mean achievement of third-graders according to national norms for achievement tests.

In order to describe the effects of admitting only the more mature children, it was assumed that for the general population, intelligence and achievement are normally distributed and linearly related. In such a case, a normal frequency surface properly represents the relationships between the two variables. From the appropriate bivariate distribution (where $r = .57$) the predictions of Table 1 and Table 2 were derived. The predications were consistent with observed data throughout both tables.

The correlation of .57 between mental age and achievement permits worthwhile prediction of achievement for early-entrance pupils. Predicted achievement of various preschool ability levels are given in

By Robert Stake, assistant professor in the department of educational psychology and measurements, University of Nebraska.

RESEARCH

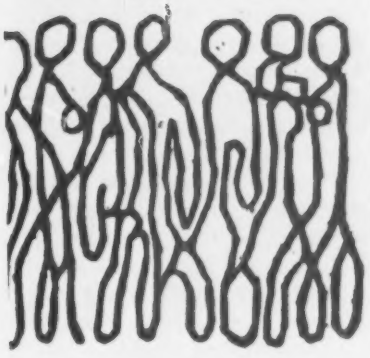

Table 1. It shows that early-entering children who have a preschool mental age (MA) of 5.8 will be, on the average, over a half year above the national mean of 3.9 at the end of the third year. Those with a preschool MA of 6.7, which corresponds to an IQ of about 140, will be, on the average, over a year above the national mean. Apparently children who are very intelligent are likely to be among the top achievers even when they are the youngest in the class.

Table 1—Achievement of Early-Entrance Pupils at End of Third Grade, Predicted from Preschool Binet MAs.

Pre-school MA	Grade Equivalent	Pre-school MA	Grade Equivalent
5.2	4.1	6.0	4.6
5.3	4.2	6.1	4.6
5.4	4.3	6.2	4.7
5.5	4.3	6.3	4.7
5.6	4.4	6.4	4.8
5.7	4.4	6.5	4.8
5.8	4.5	6.6	4.9
5.9	4.5	6.7	4.9

Some of the local school officials who are responsible for early entrance procedures are not fully aware of the possibilities for controlling the group of admitted pupils by adjusting the entrance requirements. The positive correlation between individual test scores and later achievement indicates that raising the requirements will result in a group of higher achievers. The fact that the correlation was not perfect indicates that regardless of how high the requirements are set, some potentially high achievers will not be admitted early

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HUNTINGTON

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Research (continued)

and that some children who are admitted will not do superior work. The moderate correlation, $r = .57$, for this population is sufficient, however, to justify consideration of different possible Binet "cutting scores."

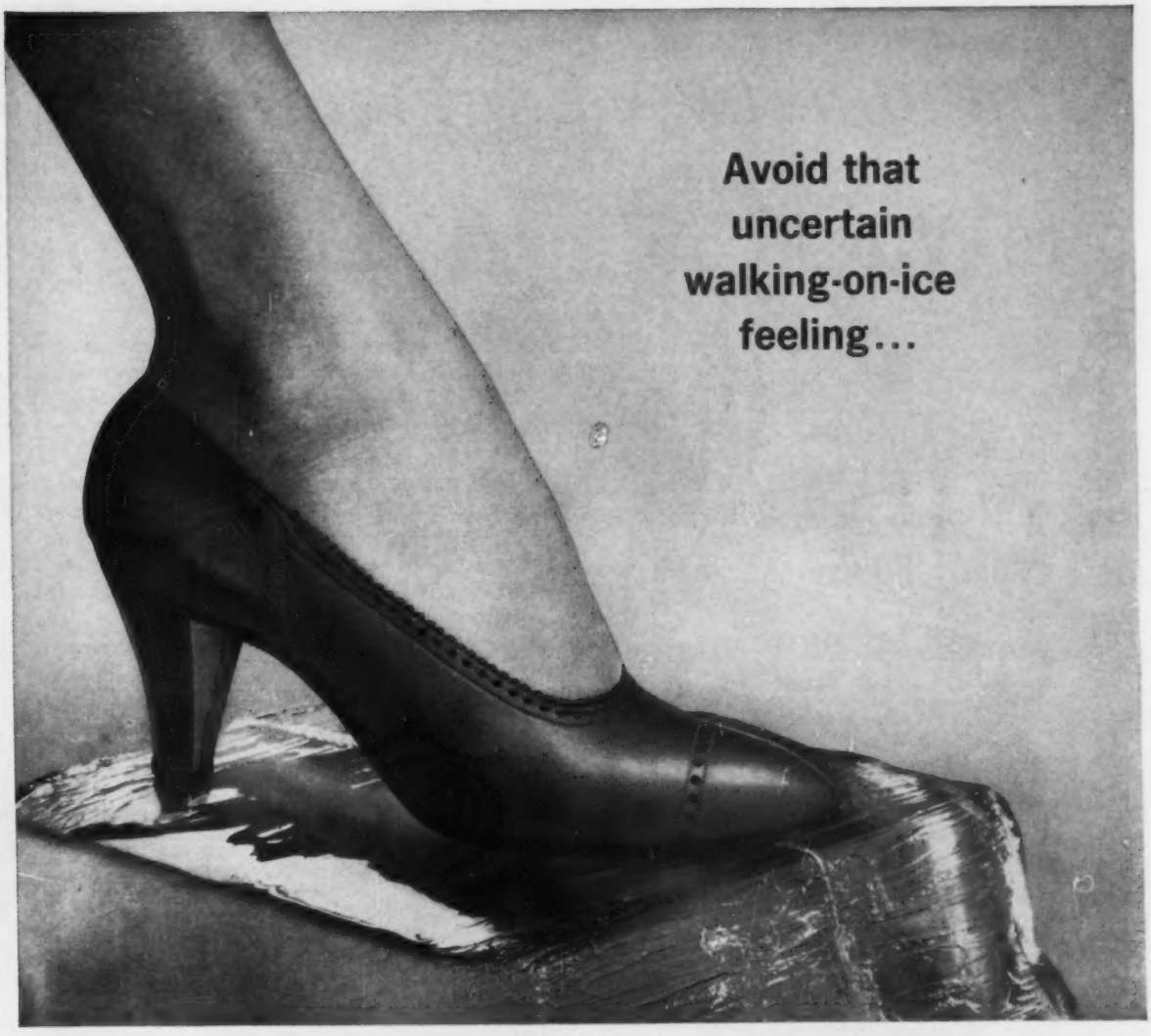
Table 2 shows predicted achievements of the admitted group with reference to national norms for twenty possible "cutting scores." For example, if only pupils of 6.0 years mental age or above are admitted, ninety percent of them would exceed the national median and seventy-two percent of them would be in the top quarter nationally.

Table 2—Percentages of Early-Entrance Pupils Who Can Be Expected to Achieve Above the 25th, 50th, 75th, and 90th Percentiles With Regard to Nationally Normed Achievement Tests for Different Preschool Binet Cutting Scores.

Cutting Score MA	% of Pupils Above			
	P_{25}	P_{50}	P_{75}	P_{90}
4.8	90	69	40	18
4.9	91	71	42	19
5.0	91	73	44	20
5.1	92	75	46	22
5.2	93	77	49	24
5.3	94	78	51	25
5.4	95	80	54	27
5.5	96	82	56	30
5.6	96	84	59	32
5.7	97	86	61	34
5.8	96	87	64	37
5.9	95	89	67	39
6.0	98	90	70	42
6.1	98	90	72	45
6.2	99	93	75	48
6.3	99	93	77	51
6.4	99	95	79	54
6.5	99	96	82	57
6.6	99	97	83	60
6.7	99	97	85	63

From the tables it is possible to predict the third-grade achievement of early-entrance pupils when Binet preschool mental ages and Binet cutting scores are used. Although mental maturity is only one of the four maturational bases for determining the eligibility of children for early entrance into Nebraska kindergartens, it is at present the one that is most effectively measured both in Nebraska and elsewhere. These tables should enable school officials to make better use of these measurements. •

Circle OV-222 on reply card, last page



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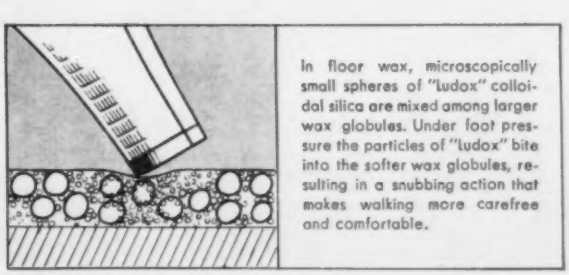

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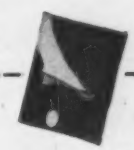

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Industrial and Biochemicals Dept.
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Imaginative Engineering Puts to Work on *DAYLIGHT*

Mike Best and Ed Kralovec, mechanical engineers on the Madonna school, shown discussing job details with two of their colleagues.

Kralovec & Best, consulting engineers, went one step further in their heat and ventilation design for the new Madonna High School, Chicago — they applied pneumatic control to skylight louvers.

To meet the lighting requirements of the combination auditorium-gymnasium, architect C. I. Krajewski used a system of sky domes equipped with adjustable light dampers. How to control the dampers quickly and efficiently for change-over from plenty of daylight for gym activities to total blackout for movies, etc., was the problem presented to the consulting engineer.

Kralovec & Best's solution was — twenty-nine 4-inch powerstroke piston damper motors — one for each of

Sky domes, inside and out. Each contains a set of light dampers, all of which operate simultaneously when darkness for movie showings is desired in the combination auditorium-gymnasium.

Circle **OV-223** on reply card, last page

Powers Pneumatic Control

MADONNA HIGH SCHOOL
Chicago, Ill.

Architect: C. I. Krajewski, Chicago

Consulting Engineers:
Kralovec & Best
Chicago

Heating Contractor:
Windsor Heating Co.
Chicago

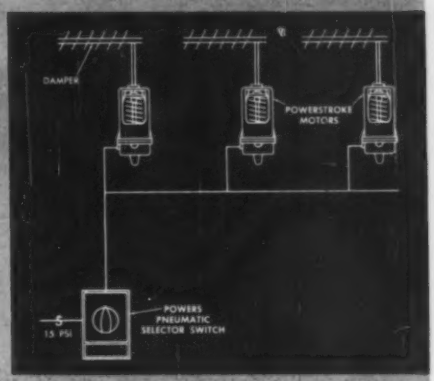
the sky dome louvers on the roof — energized instantly from a single Powers pneumatic selector switch in the projection room. Turning the switch activates air pressure at 15 psi. through a Powers Series 500 Pilot Valve to the motors to close the light louvers. When the switch is turned off, pressure is released . . . and the louvers swing open to admit light.

Pneumatic control of daylight in Madonna school is fast, easy and quiet — a definite convenience for the projectionist or instructors, an operational bargain for the school, maintenance-wise.

The complete heating system, as specified by Kralovec & Best, includes two hot water converters controlled at fixed temperatures. Individual classrooms are heated and ventilated by unit ventilators, controlled on the standard day-night cycle. Corridors, rest rooms, storage and locker rooms employ direct radiation controlled by Powers Day-Night room thermostats. For extra safety and comfort, hot water to all showers is controlled by means of a Powers Hydroguard Thermostatic Shower Control.

Here, then, is how imaginative engineering applied to pneumatic control can have unusual — but practical — results in an efficient, low cost system.

A single pneumatic selector switch in the projection room actuates 29 sets of light louvers through 29 individual powerstroke motors.



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DEPT. 1160, — SKOKIE 5, ILLINOIS | *Offices in Principal Cities in U.S.A. and Canada*
MANUFACTURERS OF THERMOSTATIC CONTROLS SINCE 1891

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NEW STEREOPHONIC/MONOPHONIC
80 WATT PORTABLE COMBINATION
P.A. SYSTEM/TRANSCRIPTION PLAYER

NEWCOMB TRS-1680 SERIES

A dramatic new sound system with great power, high fidelity, and extraordinary versatility, the Newcomb TRS-1680 vastly increases the number of assignments that can be handled by portable equipment. The TRS-1680 will give excellent coverage in a good-size auditorium, gymnasium, or grandstand. A two-channel system, it delivers 40 watts peak per channel, a total of 80 watts peak. It is just as superior in reproducing conventional monophonic material as it is in handling stereo. An exclusive Newcomb "blend" control allows you to get exactly the amount of stereo effect you desire. There are inputs and controls for three microphones. Mikes 1 and 3 can be used for full-stereo music or drama reinforcement—a method of operation that generally results in greater intelligibility as well as heightened realism. Mike 2 puts a solo or speaking voice in the middle of the speaker spread. You are offered a choice of loudspeakers—two- or four-reproducer systems with emphasis either on full range reproduction or high conversion efficiency. The motor is a four-speed, variable-speed unit of advanced design; the new phono pickup is fully compatible, will play either monophonic or stereophonic discs; the ten-inch, two-pound turntable has a deep-ribbed, easy-to-clean, rubber mat; the new neon strobe is forward on the deck, visible even with 16" records. The TRS-1680 is without doubt the finest, most versatile portable system ever made. All of its many features are completely described in Catalog TR-5. Write for your free copy.

NEWCOMB AUDIO PRODUCTS CO., DEPT. S-11, 6824 LEXINGTON AVENUE, HOLLYWOOD 38, CALIFORNIA

CLOSE-UPS

James Nabrit, Jr.

ONE OF THE country's outstanding constitutional lawyers and a major figure in the Negro's legal battle against segregation has become the new president of Howard University in Washington, D. C.

James M. Nabrit, Jr., was elevated to the presidency in July from his dual posts of dean of the School of Law and secretary of the University. He had served as a member of the law faculty for twenty-four years and as secretary for twenty. In addition, he had been director of public relations and administrative assistant to the president.

Dr. Nabrit's chief ambition is to lift Howard from its present position as the nation's most important Negro university to top academic rank by anyone's standards. Instead of holding the line to accommodate Negroes, he intends to raise standards to the point where Howard will attract top scholars of all races—a kind of reverse integration.

"My goal for Howard," he says, "is to lead it into its new role as a major American university, into a normal society where a man is recognized for his own value and achievement."

The new president hopes to achieve this by raising the quality of teaching and research, improving the level of preparation of the students, and by increasing scholarship and student aid funds.

Dr. Nabrit considers himself essentially a teacher. He knows from twenty-nine years of teaching experience of the chasm which can exist between faculty and administration. "You have to exercise a constructive leadership and get the faculties, through persuasion, consultation, and discussion, to get things started," he believes. "You can't impose your will from above."

To foster this understanding, Dr. Nabrit is personally leading his administrators back to the classroom by teaching a class in constitutional law. Five other administrators are teaching classes during the school year.

His immediate objective is to add another $200,000 to the University's student aid funds. The University now spends about $300,000 a year in student aid, but Dr. Nabrit wants to make half a million dollars available each year to students who lack the money to continue their education.

New president of Howard University.

Samuel Brownell

WHEN THE Detroit board of education drew up job specifications for a new superintendent in 1956, they included some they knew would be hard to fulfill. They wanted an educator with vision. They wanted one who had the ability to see the com-

Detroit's dynamic superintendent.

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A new screen for viewing pictures in undarkened rooms

It is true that you can project better pictures in darkened rooms—but there are many times when room darkening is inconvenient, difficult and costly. Now, with the new Radiant exclusive "truly lenticular" screen, which controls *both* horizontal and vertical light reflection, you can project slides and movies effectively in normally or partially lighted rooms where no unusual lighting conditions prevail. For schools—this enables viewers to take notes during showings, minimizes inattention and misbehavior, and permits simultaneous use of collateral material.

Send for Illustrated Booklet *which gives the complete explanation of this new truly lenticular screen, also catalog giving specifications and prices of Radiant's complete line of lenticular and glass-beaded screens of every type for every purpose.*

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TELEX®

SUPERIORITY IN SOUND

new magna-twin

Lighter, Fidelity Headset Ends Language Student Fatigue

Wide frequency response required for proper language instruction and only 4 oz. light! With the new TELEX Magna-Twin, students get true reproduction of all-important vowels and consonants and there is no fatigue even after hours of constant use. Stainless steel headbands adjust easily for maximum comfort and proper weight distribution. Sanitary, deep cavity construction keeps ears free and ear muffs provide constant, comfortable noise abatement. Entire headset can be sterilized to prevent spread of contagious disease.

Rugged, simple plug-in features mean there are no exposed contacts; nothing to break. Sturdy one-piece construction discourages tampering. Foreign objects cannot be inserted in the set to cause damage. The Magna-Twin will stand the most rigorous use regardless of temperature and humidity changes, vibrations, or shock. The magnetic earphone is moisture and rust proof.

Available with or without microphone, the Magna-Twin is compatible with all applications of electronics language systems presently used in American schools.

Choice of Boom Mounted Microphones

Essential for proper two way communication between language teacher and student. Easily adjustable boom microphone frees hands for note taking. Microphone stays in proper position regardless of student movement. TELEX boom microphones—reluctance, dynamic, crystal, carbon, ceramic—are completely interchangeable.

Insist on Superior Telex Accessories in Your Language Laboratory!

For more information on how you can make your language laboratory a better one with superior TELEX accessories write:

TELEX

Dept. CA805, Communications Accessories Division • Telex Park, St. Paul 1, Minn.
In Canada: Atlas Radio Corporation, Ltd., Toronto 19, Ontario.

Close-ups (continued)

plete periphery of a large city school system and to see it in perspective of the rest of the state, the nation, and the world. They wanted someone who believed in the "teamship" of professional and layman and who knew how to organize and work with citizens for better schools.

Their specifications, they found, were tailored to fit Dr. Samuel Miller Brownell, then U. S. Commissioner of Education.

Shortly after he took the helm of the Detroit schools, Supt. Brownell helped organize the Citizens Advisory Committee of Detroit (headed by George Romney) and worked with this lay-professional group on a two-year study of the city schools. This culminated in a successful vote to provide $90 million worth of schools in five years and about $50 million more for overall school improvement. The CAC report was endorsed by the board of education and is now being implemented in the school program.

This past summer Dr. Brownell headed the U. S. delegation to the twenty-third International Conference on Education in Geneva. Seventy-eight nations were represented at this ten-day conclave.

In 1959 he was named chairman of the Midwest Airborne Project—a Ford Foundation-financed venture to relay televised lessons from an airplane to 1,700 school districts.

Often he prefers a summer stint teaching in a university classroom in lieu of a vacation. He has taught at Cornell, Harvard, Southern California, Wisconsin, and Michigan, believing that a "return to the classroom periodically keeps an administrator on his toes."

Candids . . .

Robert A. Finney, general manager of the Humboldt Brick & Tile Co., Humboldt, Kansas, has been appointed chairman of the education committee for the U. S. Chamber of Commerce.

Three Oklahoma superintendents have been named presidents of Oklahoma colleges: **Garland Godfrey,**

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WHY IS Lyt-all Stippling Eggshell BEST HERE?

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- **For durability**
- **For excellent hiding and coverage**
- **For holding its color**
- **For pleasing texture**
- **For scrubbing bright and clean every time**

Lyt-all Stippling Eggshell is easy to apply and stipple in a single operation with a roller applicator (extra savings in time and labor.) The result is bright beauty that will last for years in your choice of Calibrated Colors®. Try it!

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the paint of professionals for over a century

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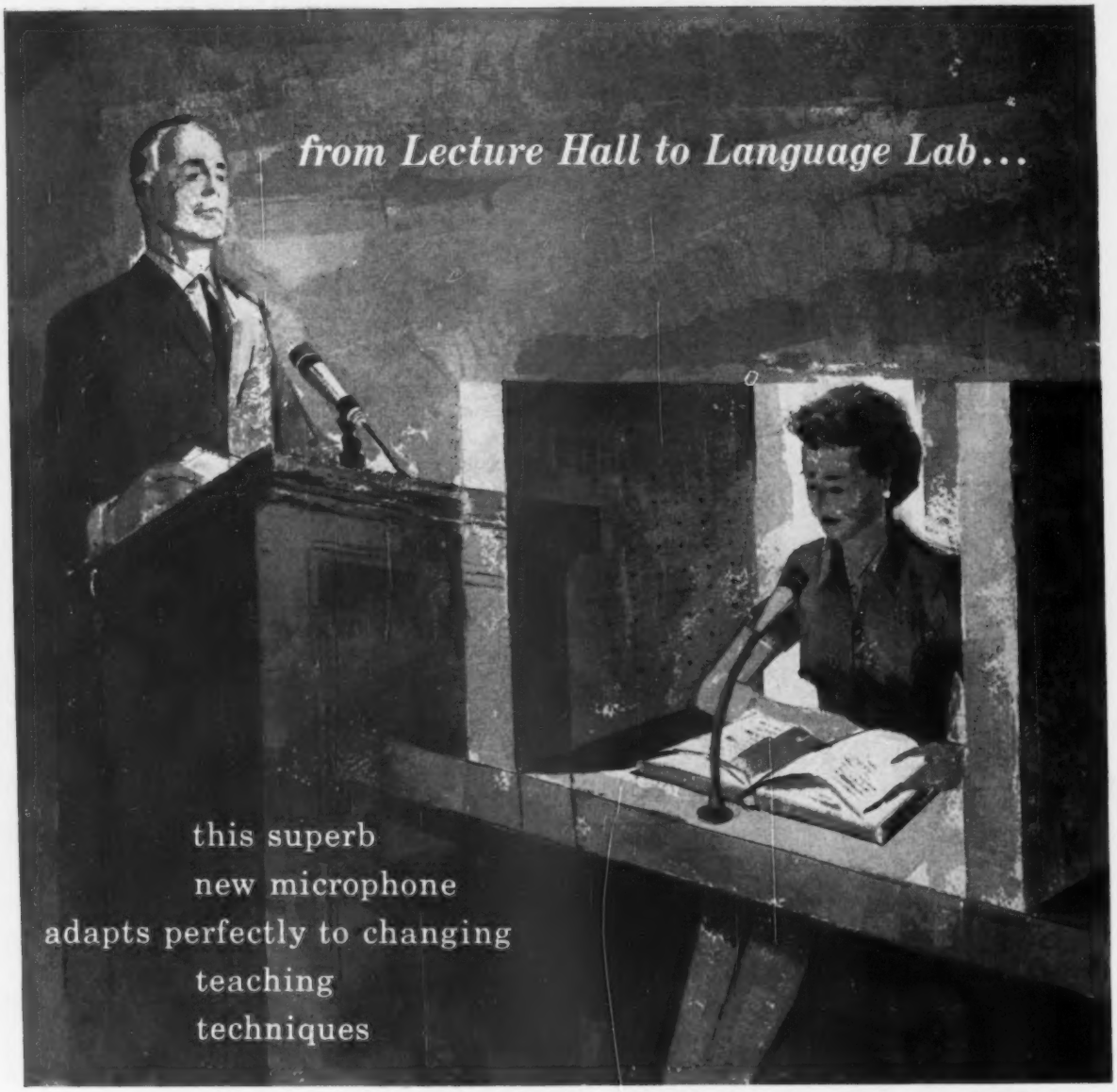

A lecture is only as good as it sounds—and how it sounds depends first and foremost on the microphone. In designing the superb new Unidyne III microphone, Shure incorporated every feature that experience shows modern institutions need.

IT FOCUSES ON THE VOICE. Unidirectional pick-up pattern (from the front only) suppresses random background noise. Students hear *you*, not shuffling papers, not footsteps, not street noises. Completely controls annoying feedback "squeal."

UNPRECEDENTED VERSATILITY. Unobtrusive size, light weight, instant change from stand to hand, faithful response, extraordinarily rugged design, simplicity and utter reliability combine to make the Shure Unidyne III the most practical institutional microphone ever created.

SPECIAL LANGUAGE LABORATORY MODEL. Model 544—Highly and authoritatively recommended for master microphone in language lab. (Shure also makes a lower cost Model "425" "student-proof" microphone for use throughout language laboratory systems.)

write on your letterhead:

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THIS FREE BOOKLET WILL HELP YOUR LECTURERS. Improves their microphone techniques . . . helps solve common public address system problems, too. A basic guide to mastering microphone technique. Invaluable guide to the correct selection of microphones for improving public address systems.

UNIDYNE III *by* SHURE

MANUFACTURERS OF THE WORLD FAMOUS UNIDYNE MICROPHONE . . . THE MOST REQUESTED MICROPHONE AMONG PROFESSIONAL SPEAKERS

Close-ups (continued)

formerly superintendent of Durant schools is at Central State College, Edmond; **Richard Burch,** formerly at Elk City, is at Cameron College, Lawton; and **Al Harris,** formerly of Clinton, is at Southwestern State College, Weatherford.

Thomas Henry Carroll, vice president of the Ford Foundation, has been selected president of George Washington University.

Franklin Bacon, of Richmond, Va., has been appointed assistant director of the National Home Study Council. He was formerly assistant director of the Virginia Council on Health and Medical Care.

Dr. Joshua A. Fishman, associate professor of human relations and psychology at the University of Pennsylvania, has been appointed dean of the Yeshiva University Graduate School of Education.

Dr. Joseph Morgan Stokes is the new dean of the U.S. Merchant Marine Academy at King's Point, L.I., four-year training school for nine hundred cadets; he succeeds **Dr. Guy Trump,** who will head the School of Business Administration at Emory University, Atlanta, Ga.

Four new members have been appointed to the Educational Policies Commission. They are President **O. Meredith Wilson** of the University of Minnesota; **Max Lerner,** Brandeis University professor of American civilization; **Dr. James W. Reynolds,** professor of education at the University of Texas; and **Rachel R. Knutson,** of Sharples Junior High School in Seattle, Wash.

John J. Brewbaker, who recently retired as superintendent of Norfolk, Va., schools, is now public school consultant for the Southern Regional Council, a non-profit educational organization concerned with improving race relations in the South.

Dr. Frederick A. White, associate professor of education and director of the University of Wisconsin extension bureau of audio-visual instruction, has just begun a one-year leave of absence to serve as consultant to the Korean Ministry of Education. ●

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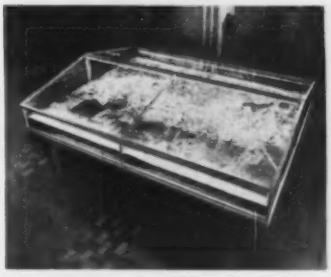

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orange crate makeshift or gold-plated deluxe . . .

What Should You Buy in a Filing Cabinet?

TIME was when you could define file quality quite clearly as Grades A, B, C, or D. But no longer do these designations mean much. Manufacturers now are producing models which cut across these former guide posts.

There are still legitimate "Grade A" files today, as there were in former years. But unqualified claims to this label by various manufacturers have in recent years tended to confuse the picture for the buyer.

Whatever the grade label, there have been many substantial improvements in all classes of files. More performance, more function have been built into economical versions of the so-called "Grade A" files to make them more practical for general office and classroom use.

And even in the "low-end" group of accepted commercial grade files are some features not too different from those of the high-priced makes. These files also have their place—but their place should be defined.

To intelligently approach the file market, a buyer must have clearly in mind the use for which the file is intended. Will a file drawer be opened on the average of once or twice a day, or 20 times a day? What about drawer loading and capacity? Are quietness and ease of operation important factors? The answers to these and other questions will define your specific requirements.

Accordingly, the informed buyer can buy for his specific needs. It is wasteful to spend extra dollars for a high-priced file where the need does not justify it, just as it is foolhardy to expect too much from a "cheap" unit. Filing requirements should be analyzed regularly, and standards changed as needed, to make sure that you are buying properly.

★ ★ ★

The H-O-N Co., with its several series of HONOR and H-O-N Lines, can effectively fill the specifications for most of your filing needs. Nylon rollers are used throughout to assure the ultimate in quiet and easy drawer operation. Long, trouble-free life is guaranteed.

We shall be glad to help you in analyzing your requirements and in setting up proper specifications to ensure the most effective use of your allotted funds for filing equipment.

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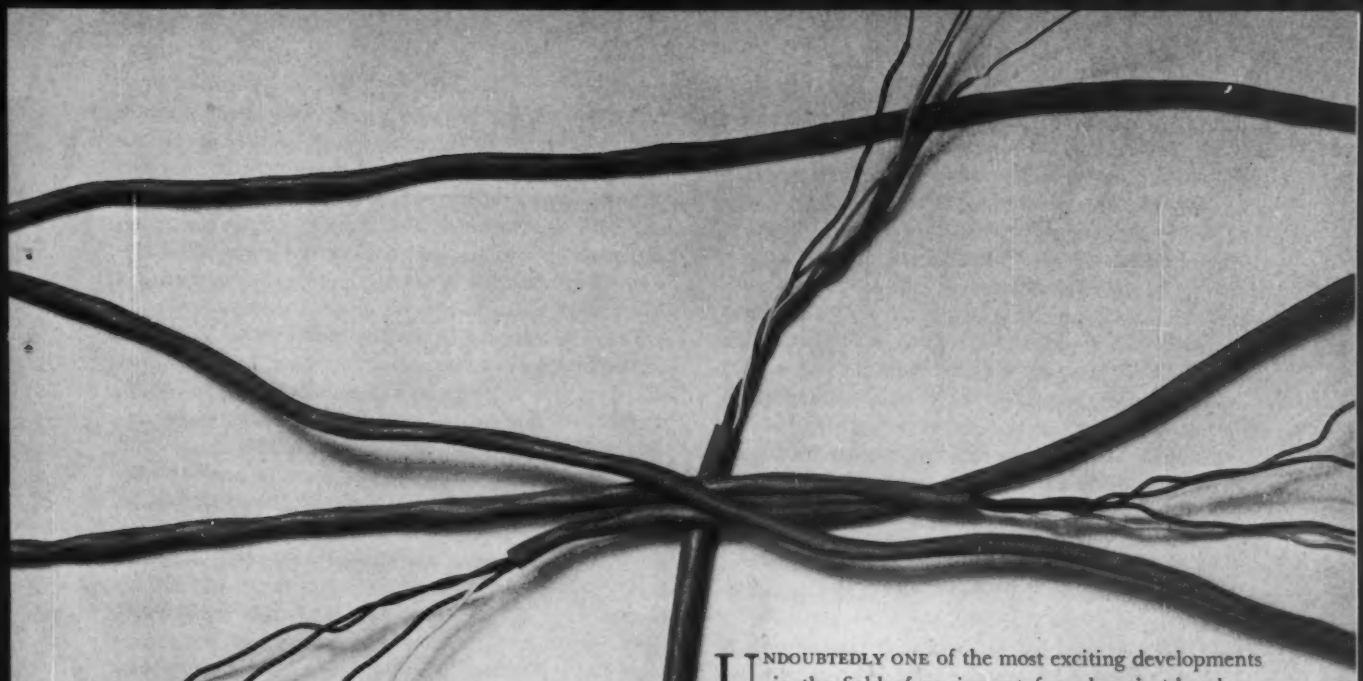
OFFICE EQUIPMENT
MUSCATINE, IOWA



Language Labs: *an agonizing reappraisal*

UNDOUBTEDLY ONE of the most exciting developments in the field of equipment for education has been the full-blown arrival of so-called "language laboratories." They've been with us for several years in experimental form, but—as the recent National Audio-Visual Association convention clearly proved—language labs are apparently out of the experimental stage as far as the manufacturers are concerned. These companies are all tooled up for volume production and are ready to enter a lively competitive market.

On the surface, this would seem to be all to the good. Two elements here—an electromechanical breakthrough and competitive sales—cannot but benefit education generally. It happened with projection equipment, typewriters, disc and tape recording equipment, and now we see it happening again with a total electromechanical package, the language lab. And, as with other equipment breakthroughs, this one is also fraught with complications, subtleties, and potholes.

The language lab story is an involved one, and bears every sign of becoming more so. On one hand are educators who are still uninformed about the components of a good lab; on the other, manufacturers who are still uninformed about the components of good teaching. Two examples immediately come to mind:

1. A superintendent in a Pacific Coast school system chooses transistorized equipment because it is smaller, which he considers more important than the actual job performed by the equipment in the classroom.

2. The sales force of a leading manufacturer demonstrates its equipment with a half-hour reel of tape that repeats *ad nauseam* a few simple phrases of French, as if rote were still the basic method of teaching language.

Before such examples multiply beyond control, it is time to get an overview of the language lab situation.

The executive—in public, private, or industrial education—is burdened with many more problems than the relatively small one of buying a language lab. Far more crucial capital investments are on his mind: air conditioning, heating, plant construction, buses, any one of

which can dwarf even the $30,000 purchase price of a fine lab. Yet, education's approach to language labs has curiously run counter to its approach to other large purchases. Herein lies the key danger to both the successful teaching of languages (or any other subject) and the successful development of a new and vital industry.

To begin with, the language lab is unfortunately named. It is in reality an electronic *learning* lab. OVERVIEW readers are sophisticated enough to know that the learning lab is basically composed of tape recording equipment plus student-teacher intercommunication. Hence, to talk of this equipment as a "language lab" is like talking of "science projectors" or "humanities maps." If this were merely a convenient handle for describing complex equipment, there would be no quarrel. However, manufacturers and their dealers are bearing down on the schoolman with a sales story geared only for the teaching of languages—and their story is pedagogically untenable much of the time.

This has been tried before—and with tape recorders, also. For a period, tape recorder sales forces were moving equipment into the schools on the basis of their value only to speech departments. Unwittingly, they barged into the turmoil of homogeneous grouping (much as the language lab people are barging into the turmoil of team teaching) and, as a result, maximum, all-school use of tape recorders is still to be experienced.

Basically, there are a few investments the school executive can make today which do not have across-the-board educational value. The point is that an investment ranging from $1000 to $30,000 should be providing better education for more students than just those who are taking languages. The future growth of this market is not guaranteed; it cannot be proved that more and more students will be taking languages merely because of politico-parental expediency. This valuable teaching instrument—the learning lab—*must* therefore be considered germane to a maximum education program, or both education and manufacturers could find themselves in an embarrassing cul-de-sac.

What is implied here is a surprisingly limited vision of both educators and producers. However, a third party must also share responsibility. The U. S. Office of Education and the Congress itself have been promoting the volume production of equipment—in fact, have been subsidizing the sale price of that equipment by half—without offering any guidance on its utilization.

Under the terms of the National Defense Education Act, the educational executive must draw up a "project" that falls within the limits of the Act. He can propose anything so long as it is only in science, math, or foreign languages. To qualify for the money, even if he has exceeded the educational IQ the act seems to set, he must hide his talents and concerns and prove only that his vision is as limited as the Act itself.

Party to this lunch of humble pie is, of course, the manufacturer. Both dutifully show how it is foreign languages that are of most pressing concern to a particular school—whether this be the case or not. The fact that a learning lab may enhance the teaching of a dozen other subjects is of no real consequence. Both educator and supplier are in the awkward position of loudly advertising their restricted view of education, while covertly planning to broaden the full educational services of a particular school or college. Such is the situation (already seen in business and deplored) when a small segment of a system is artificially pump-primed, thus imbalancing the entire system.

In addition to the production and normal marketing of their equipment, manufacturers have had to underwrite expensive research and development projects of doubtful value as competitive stop-gap measures. Education has abdicated its responsibility in this matter and this must be recognized. When a team of university researchers, at the invitation of a manufacturer, studies the "increase in learning" in a classroom already fitted out with the manufacturer's equipment, the results must be *a priori* positive. (Have we forgotten the classic "Hawthorne effect"?) This does not imply any professional dishonesty on the part of the researcher; it merely recognizes that true controlled research is not being done here. The methodology of educational research has never been the responsibility of a commercial manufacturer alone.

What, then, must be done to insure that the best equipment be installed in our educational system? Further, what must be done to insure the healthy growth and expansion of a new and vital industry? Instead of pursuing generalities, it might be best to outline a procedure for purchasing a learning lab.

FIRST, THE schoolman should gather together representatives of all his instructional departments—foreign language, English, science, music, adult education, business, etc. He should tell them of the possibility that the school or the district may install an electronic teaching station and twenty or thirty electronic student stations. Each of these persons should be asked to submit a plan for use of the projected equipment. (The argument that instructors could not do this because they aren't familiar with the equipment is not valid; the staff should demand only equipment they need and can use, not what is now available. And the average instructor in any educational system can comprehend the terms "tape recorder" and "teacher-student intercom." Anything else, at this germinal stage, is superfluous.) The schoolman should receive a note from his English department describing the use of a lab for speech correction, dramatic or poetry readings, literary appreciation, etc. The business faculty will describe its use of the lab for shorthand testing or other dictation exercises; music appreciation will offer its potential schedule, and so on. At this point the executive has some realistic per-student costs to go on.

On the basis of these faculty reports, the executive can counsel either with his own staff, if they are sufficiently knowledgeable in electronics, or with objective experts drawn from his community. Once the pedagogical specifications have been outlined, it is time to translate them into considerations of laboratory equipment, air conditioning and ventilation, plant modifications, insurance, and maintenance. When this has been done, and

the executive has a grip on his educational needs, *only then* should he canvass the market for equipment.

At first glance, this sounds backwards. Why draw up specifications for equipment that is not available? The question is naïve, however. The firms making learning laboratories are excellent engineers, each with an enormous inventory of both the most mundane and the most abstruse electronic equipment. And what they do not have they can easily acquire, whether they manufacture it or not. American industry has given us such innocent pleasures as the metal-tipped shoelace and such complex programs as lunar probes. Certainly, somewhere between these extremes, the modest needs of intelligent pedagogy can be accommodated.

Learning labs cannot be bought on the basis of price alone. At their present incubator state, they cannot be bought on records of past performance alone, since each installation now is and will for some time be a custom installation. They cannot be bought solely on the basis of their use for teaching languages, a thesis which inherently denies the versatility of both the educator and the manufacturer. They must be bought on the basis of well-thought-out educational needs, on the ability of each plant and faculty to intelligently use the equipment.

On the following pages, we have noted different manufacturers of this equipment and several of the salient features they are marketing. Their appearance editorially does not in any way denote endorsement by the editors; they are selected only as examples of different equipment for study by those OVERVIEW readers new to the subject. They constitute no more than random samplings of the most complete lab possible: *listen-respond-record-compare*. (*Listen*—the student is fitted with earphones into which a specific program is conveyed. *Respond*—the student uses a microphone into which he can recite during pauses in the tape program or communicate with his instructor. *Record*—the student puts his responses or lesson on tape. *Compare*—the student checks his tape with the program sent to him on the master tape.)

Although many companies do not emphasize a listen-respond-record-compare lab, any reputable company can meet virtually any educational need, whether a school wants only a listen-respond system or the full four-way lab. The reader will also note that furniture manufacturers are supplying the complete lab (including the electronics) and electronic manufacturers are supplying the complete lab (including the furniture). Therefore, any doubts about the ability of American industry to deliver exactly what the schools need should be dispelled.

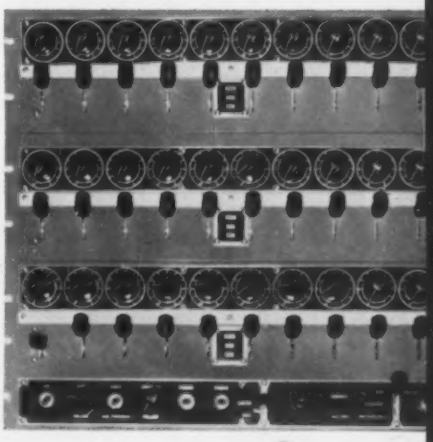
We sincerely urge our colleagues in education to approach this electromechanical breakthrough with all sense of reason. Manufacturers speak of the "shake-out" of the next three years, with some companies dropping by the wayside. Educators should be aware of the pedagogical "shake-out" involving several million children who may receive less than the best instruction we have to offer.

A Sampling of Available Equipment

Compiled by audio specialist David Isaacson. Descriptions are not definitive; the reader should contact these and other manufacturers for full information. More producers are listed on p. 108.

Science Electronics

Linguatrainer features remote cabinet housing recorders, amplifiers, tape cartridges, central 24V DC power supply, master tape recorder; air-cooled; 24″ × 24″ × 84″. Student booth has an earphone headband, microphone boom, one record-playback switch. Teacher's tabletop console has all lab controls, master intercom, channel selectors.

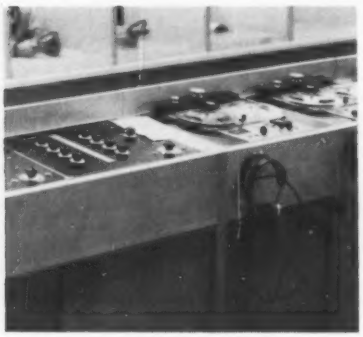


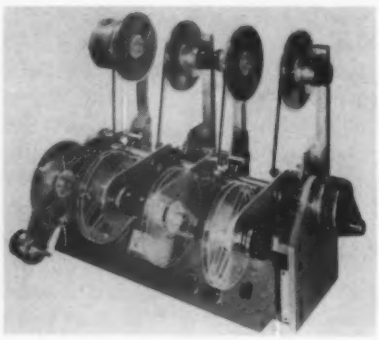
RCA

Master control panel for monitor, record, intercom; all-call; guest earphone jacks; 10-position panels can be added; simultaneous use of 10 tape recorders possible. Booth has dual-track tape deck, amplifier; one-knob control; interlock to prevent accidental erasure of master; program selector switches; all-transistor circuitry; modular booth units.

Bernco

"Audio perspective" aural correction factor, based on audiometer tests, adjusts to student; angle-mounted tape deck and control panel; push-button controls, light indicators. Teacher console carries 10 programs to 30 booths; directs programs to and from any booth; intercom; all-call; mass tape duplication possible; tape decks and phonographs.



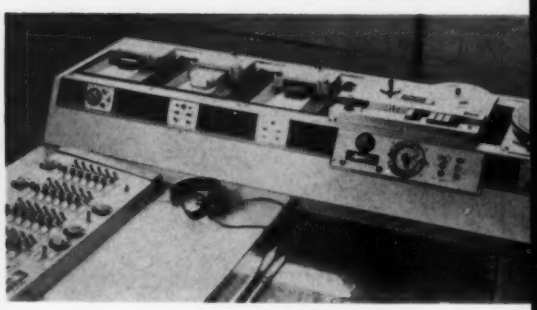


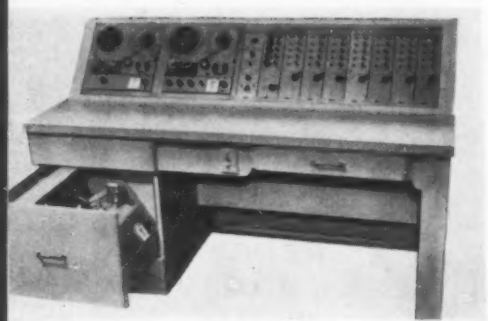
Magnetic Recording Industries

Three-tape duplicator has constant speed (30 ips) motor; 1200′ in 7½ minutes; transistorized; 15″ × 36″ × 18″. Teacher console has tape decks, phonograph with pre-grooved magnetic 9″ erasable, instantly reusable disk. Booth has dual-channel reel-to-reel tape magazine; mixer-analyzer for simultaneously hearing master and student tracks.

Cousino

Booth has deck and endless loop tape cartridge, sealed (tamper-proof), automatic threading and motor control; all-transistor amplifier; variable tape lengths. Master control has 3 program cartridges, 3 other channels; VU meter; all-call; controls recording for all booths; connects with transistorized hearback amplifier in student microphone.



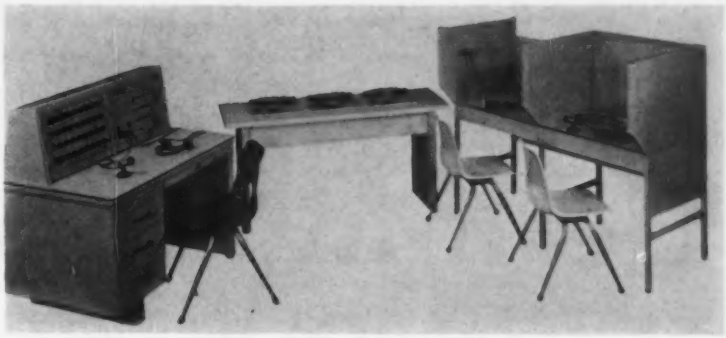


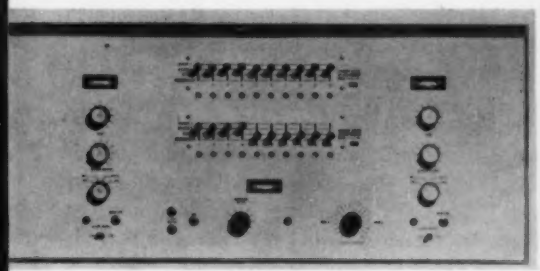
Rheem Califone

Teacher console has all lab controls; 4 tape decks; phonograph; 45-booth intercom; switch panel sends any program to any booth or row of booths; 11-channel selection; 2 auxiliary inputs, "master-group," all-call; guest jacks. Booth has sealed, non-removable tape deck; two-track simultaneous recording from student microphone and master source.

Webster Electric

Console can handle 10 channels for 54 booths; monitor, intercom, paging, all-call controls; 21V DC power from 110–125V AC source; printed circuits for selector switches; jacks for microphone, headset, phonograph, recorder, TV, radio, and guests. Booth has transistorized amplifier, 3-switch controls, pause button; microphone, headset, recorder.





Edwards

Teacher console features color-coded control knobs for master lessons; provides 4 lessons for 60 booths; key-switches channel programs to any combination of booths; drawer-housed tape equipment. Booth has dual-track tape transport for master and practice; 3 controls; sliding cover with lock; single booths and row combinations available.

American Seating

Booth has amplifier (transistorized), volume control, microphone, headset; 2- and 4-booth stations. Console has 4 tape decks, 3 for record and playback and 1 for playback; 4-track magnetic recording heads (for a total of 16 student-teacher program tracks); power panel has printed circuits with contact jacks for 36 booths; 4-speed turntable.

Dukane

Console can originate 5 masters to 50 booths; drawer-housed recorders; all-transistor, unitized, plug-in electronics; houses central power for all booths; 4-position keys for control; indicator fuses. Booth has all-steel housing and shielding of low-voltage equipment; transistorized dual-track tape deck; single knob control. ●

Four Definitions of Your Job

by Van Miller

THE TASK OF DEFINING the school administrator's job has changed considerably during the past fifteen years. A common concern has developed among the most knowledgeable, responsible educators for adequately defining the nature of school administration as a basis for communication and collaboration.

School district reorganization is dramatically changing the proportion of isolated districts served by single or part-time administrators; newcomers are more frequently starting their careers as staff members of other administrators. Conurbanization (predicted to attract ninety percent of the population into urban strips) will bring school administrators into closer relationships. They will be unofficial "team-mates," although each may serve a separate district. Even now, the complexities of these close relationships are evident in urban or metropolitan area programs for juvenile delinquency, minority groups, special education for exceptional children, adult education, community or junior colleges, and urgently needed technical-vocational education. At the same time, the Cooperative Project on Educational Administration, the Committee for the Advancement of School Administration, the Project on Staff Utilization, the University Council for Education Administration, and corresponding developments are seeking to define the nature of school administration.

Periodically, some group or individual has attempted to define the school administrator's job. These definitions have taken such forms as *the inclusive type, the exclusive or restrictive type, the division of labor or standardized type, the integrative or relational type.*

The *inclusive* definition has been most common. Any or all of the responsibilities or characteristics of school administration are included. The definition grew virtually as school administration grew. As the small three-R school took on new functions and expanded, so did the administrator's job. Given the wide variety of situations and people in administration, a massive and impressive list of responsibilities was easy to come by. The inclusive definition had its golden age of small districts when the single administrator was everything to everyone, although he must have wondered how much of *anything* he was to anyone! He could not be certain which competence or attribute got—or perhaps lost—him the job.

The inclusive definition probably reached its ultimate in a list of personal characteristics and professional responsibilities drawn up by the National Conference of Professors of Educational Administration at their Madison, Wisconsin, meeting in the late forties. It was a glorious list calling for more than any human being could be or do. But, as Dwight Waldo asked in *The Administrative State,* can the administrator be a specialist of "things-in-general"? On reflection it would seem that an all-inclusive list describes the responsibility and character for which administration is accountable, rather than describing what the administrator must be and do.

THE *excluding* or *restrictive* definition attempts to correct a list that has become too general and too all-inclusive. Some of this was a reaction to progressive education (especially to life adjustment education). Some of it came from tax conservatives who felt there was a limit to what they could support. Some came from fundamentalists who wanted to restrict the school to narrower, traditional tasks in the hope that this would maintain quality in the face of booming enrollments and new responsibilities. Restrictive definitions placed the emphasis on school-*keeping,* rather than on school-*using.*

A current version of the restrictive definition separates administration from policy-making. Here the administrator is a managerial chore boy for the public; educational leadership is left undefined, free-floating, or nonexistent.

The *division of labor* or *standardized* type represents another approach to correcting errors in the all-inclusive definition. However, it has its own difficulties. It implies that what a school is and what education is must be standardized apart from the community. (Hence, the community must also be standardized as to its size, its people, its purposes, and its cultural-socio-economic activities.)

In order to relate special positions to the field, the definition of each is developed by a survey of those who hold it. Given the variety of situations and people in principalships, directorships, and supervisory positions, the result is likely to be a new all-inclusive list. The

composite of administrative definitions in a school system could be even more confused and overlapping than in the inclusive definition of school administration. The desirable competencies and characteristics for today's various positions seem to be much more similar than different. If the standardized definition is used, more attention must be given to identifying differences and to relating these differences to each other. (Anyone assigning jobs must also relate the jobs to each other.) At present, this particular type of definition has been directed mostly to newcomers in school administration; it tells them how to get started and leaves further development to their own experience.

During the past fifteen years work on the *integrative* or *relational* type of definition has begun. Administrators, scholars, and professors of school administration are phrasing it not for novices but for each other. It provides the common basis for theory, experimentation, and research and for selection and preparation of administrative personnel. When properly worked out, it should provide the basis for helping the nation to use—not just keep—educational institutions.

IN WORKING out this type of definition it is not the multiplicity of school tasks that is important; it is the attempt to find a unifying pattern. Work on this definition is really a search for the specialist who integrates and stimulates education within the institution and with the supporting community.

A key characteristic of central administration is its integrative nature. Some define it as the point at which pressures are resolved so that active but conflicting interests can move forward together. Others call it the point at which interests and resources are identified and organized to bear upon objectives which must also be identified and arranged in order. Ability to comprehend and communicate an overview of the whole enterprise would certainly be a key feature in the integrative definition. This comprehension must bear on what the times and context can do to education and what education can do to the times and the context.

The basic competence is a shorthand system (a sampling of representative clues) and a staff to provide it. Whether statistical tables, graphic representation, or other form, the administrator needs a kind of chart room to show him what is going on and with what effects. Current facts must be available in descriptive form and in terms of relationships from which inferences can be drawn. The rare administrator in the small school district can walk around his district and quickly see what he needs. But the large urban school system needs its own chart and staff room similar to that of the top command of a military enterprise or of the board of directors of a big corporation.

Dr. Miller, professor of education at the University of Illinois, writes frequently on aspects of educational leadership.

A sense of basic purpose of education would be a second element in the integrative definition. Basic purpose balances and arranges special purposes, encourages coalition, and motivates to action those who have special purposes. Evaluation is also necessary. Energizing and stimulating are other elements in the integrative definition.

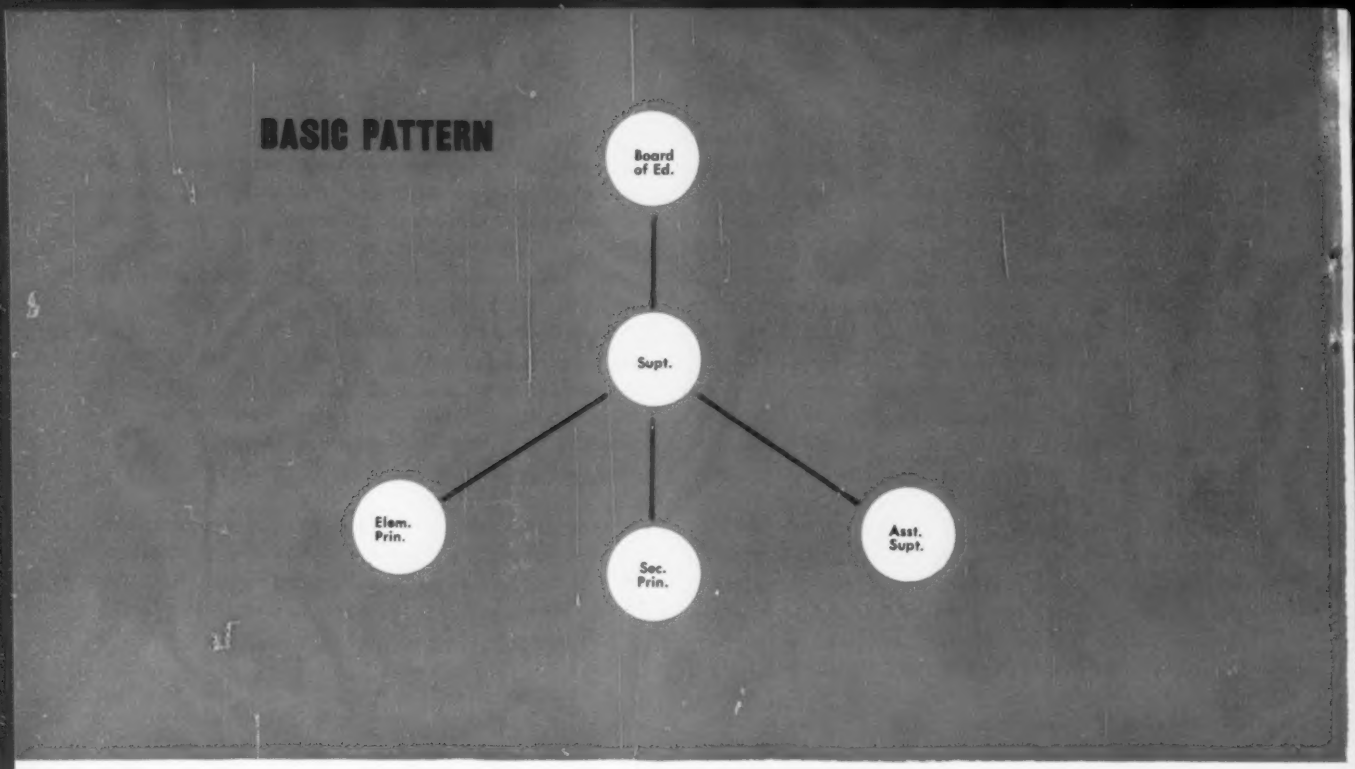
Comprehending the overview, ordering values and purposes, signaling and accomplishing action all depend on understanding and skill in interaction systems. The administrator must know how to design and use organization. He must know the nature of communication systems and how to enhance their effectiveness.

FREE INTERPRETATION of the work of several current writers leads us to a description of the integrative type of definition as *the development, management, and maintenance of decision-making and action-taking.* Three classes of decisions and actions have been identified:

- Those pertaining to goals and purposes in the policy-making and policy-interpreting realm; called *creative* or *initiative* decisions.
- Those pertaining to operation; called *intermediary* decisions, *authoritative* decisions, the passing along of orders and commands.
- Those pertaining to adjustments within the system and adjustments of the system to the community context; called *appellate* in that they arise most frequently through the complaints of subordinates. The three classes must be integrated through the overview.

Such a definition recognizes that many tasks are done: financial and business management; management of physical facilities and educational material; ordering of relationships through schedule-making, form construction, laying out of routes; program development and appraisal; internal relations with staff or students; and external relations with public, state authorities, the profession at large. These functions operate everywhere and represent different patterns of staff organization (depending upon the situation and the task). It is entirely possible that they may provide the basis for differentiation in the organization of a team of administrators.

AS THE DEFINITION of the school administrator's job is worked out, the initial experience and orientation to administration will absorb elements of the integrative definition of school administration. There will doubtless be many more specialist roles in functional areas of school administration. The chief administrator or the central administrative staff will ultimately be specialists in the integrative functions; but such personnel will have attained status in administration not by being jacks-of-all-trades but by having competence in at least one or more of the aforementioned areas. Personnel selection and training will involve a much closer interrelationship of training institutes and school systems, and conceivably, provide the basis for studying top personnel in other recognized professions. ●



NEW PATTERNS IN EDUCATIONAL STAFFING

WHEN THE NEW president of a New York clothing firm was asked to divulge the secret of his executive success in doubling his shop's business, he gave a simple answer: "I get the best assistants I can find and give them their head."

Educational executive success cannot be measured in terms of sales; nonetheless, using the measure of plant and staff, education ranks in the front line with the biggest businesses in any community. And it is that ability to delegate administrative responsibility which is the stamp of executive acumen—whatever the business and whatever its size.

Delegating authority is said to be the hardest lesson to learn when one has reached the top of the executive ladder. Because of the abrupt social and economic change in post-war American life, educators have had to learn it faster than most of their fellow executives. Witness the development from the "basic" to the "elaborative" pattern in administrative staffing shown on these pages.

The contour of today's school organization charts shows the effects of three pressures: swelling enrollments over the last decade, a steadily shrinking number of school districts because of consolidation, and growing demands for more of the auxiliary educational services.

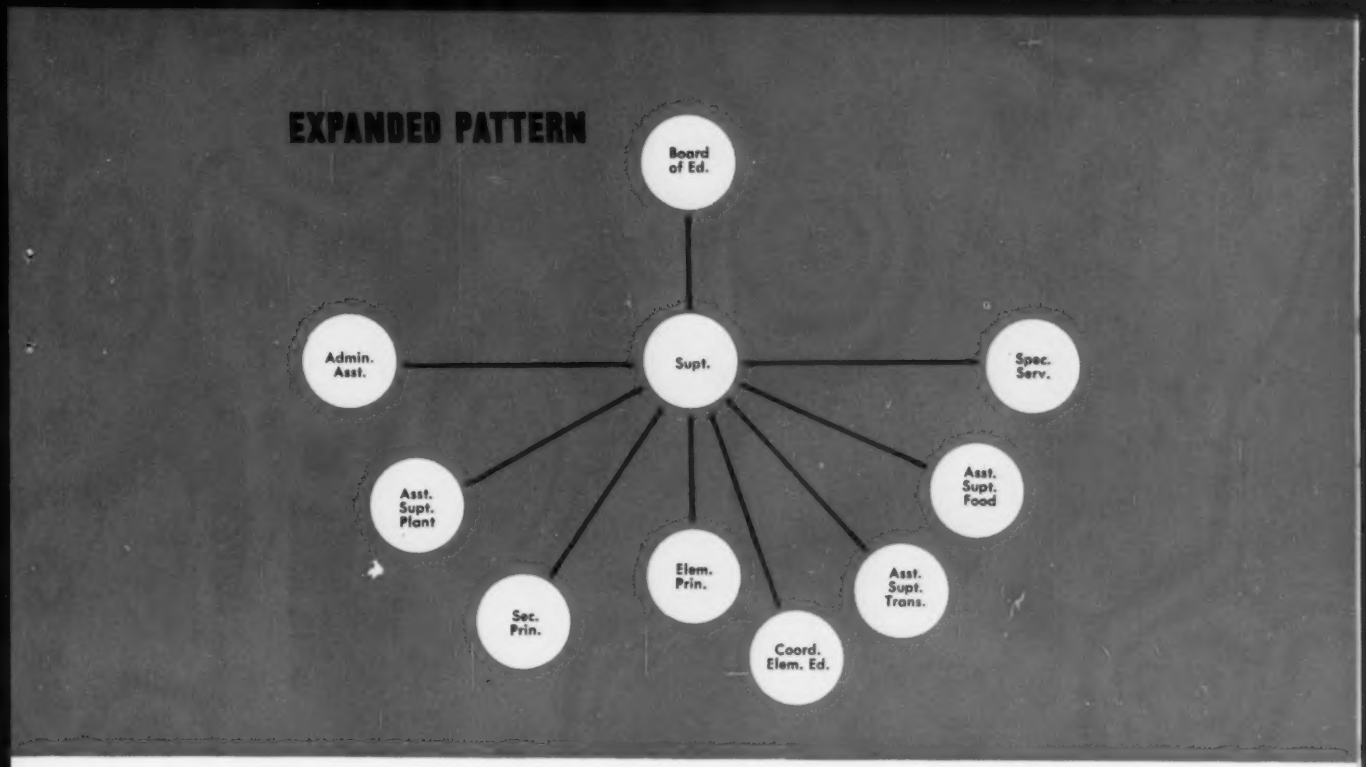
Adjusting to these pressures, educational executives have expanded their administrative staffs to look something like the fission-demonstration charts that hang in their biology classrooms.

A sample survey of some four hundred sixty-eight school districts—rural, suburban, and urban—reveals the extent of this change.* *Item:* One public school administrator in four holds a position that has been created within just the past five years. *Item:* Three school districts out of four will make a change in their administrative organization within the next five years.

Just what are the changes that are being made during this decade of adjustment?

Essentially they involve the delegation of administra-

* The study is reported in full in the current *American School and University*, OVERVIEW's companion publication.



tive detail in school districts that have grown just "too big for one man." But more than that, they indicate a rising degree of specialization among members of the administrative staffs.

In this time of transition, the superintendent's role has taken on new dimensions. The authors of the Association of School Business Officials' bulletin, *The School Business Administrator,* trace the implication of this on the management of the public schools: "No longer is [the superintendent of schools] confining himself to the minutiae of the task but is in the process of emerging from his traditional role to a position of new status—leading and coordinating the total educational effort. Blocking the total tasks of education into broad areas and employing professional assistance gives the school superintendent an opportunity he has never had to continually overview the work of the school system as it is directed toward educational efficiency."

THIS IS HOW the superintendent is blocking out the total tasks of education:

- In overall administration, he appoints an assistant superintendent, administrative assistants, and general supervisors. He designates a person to supervise directly each division of district-wide control.
- For business and finance, he employs a business manager or assistant superintendent in charge of business, purchasing agent and/or treasurer.
- For attendance supervision, he employs a supervisor, visiting teacher, or counselor.
- For guidance and pupil personnel services, he uses a guidance supervisor, psychometrist, and psychologist.
- For personnel he employs a director, supervisor of certification, director of non-certified personnel, and placement and follow-up director.
- For schoolhouse planning he appoints a school architect or names an assistant superintendent to supervise planning and construction.
- For building maintenance operations he employs an engineer or superintendent of buildings and grounds.

At what point does the chief school administrator start adding assistants to his staff? There appears to be no exact correlation between the number of administrators and pupil enrollment. It averages:

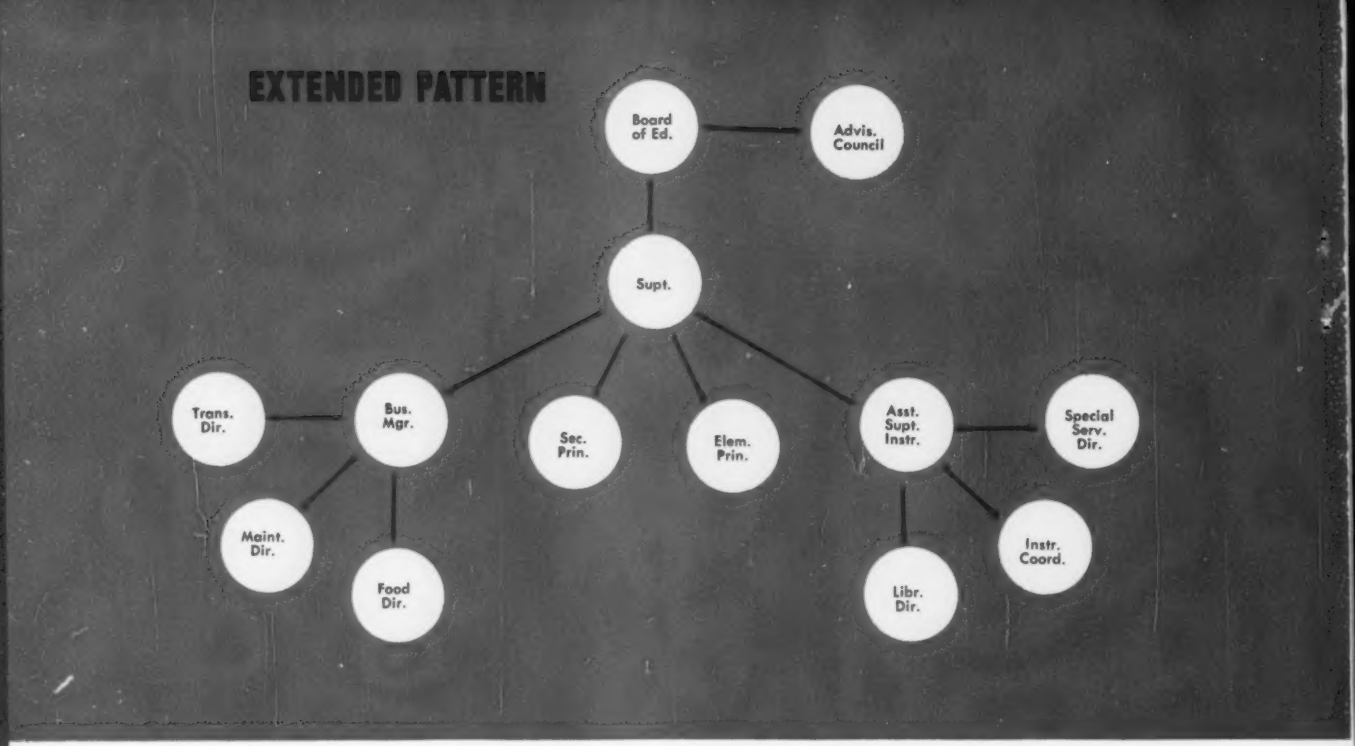
One administrator for 1,952 students.
Two administrators for 2,442 students.
Three administrators for 2,973 students.
Four administrators for 4,191 students.
Five administrators for 4,751 students.

But enrollment increases are not the only factor that has increased administrative staffs and this accounts for the lack of fixed correlation between the two. Equally important here is the increase in services—testing, research, health, curriculum coordination—that more and more schools are providing, as will be shown.

The sampled school districts listed the staffing changes they have made over the past five years and the changes they plan for the next five. They are reported here by type of district.

Urban school districts/Changes made:

Revised administrative functions (21 percent of the districts.)

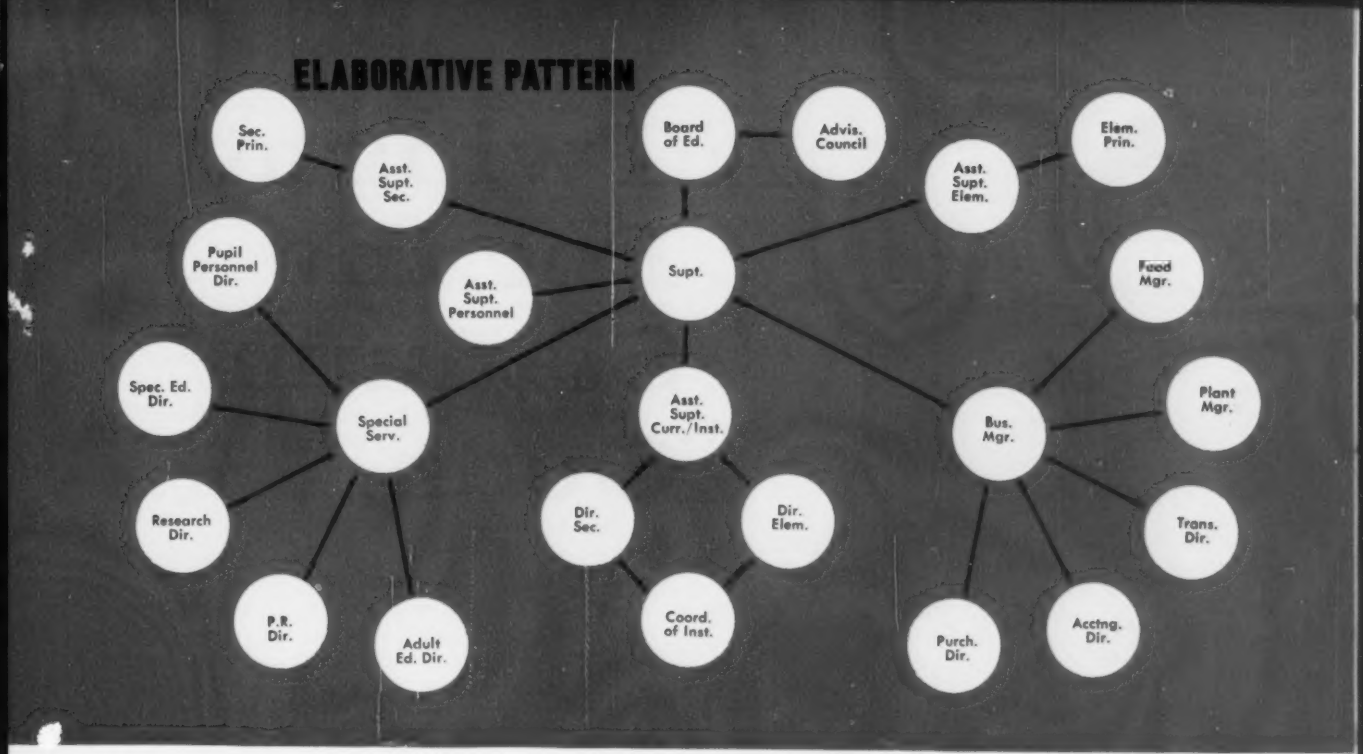


Added new directors (21 percent)
Added assistant superintendents (20 percent)
Added principals (18 percent)
Added assistant principals (16 percent)
Added supervisors (16 percent)
Expanded guidance program (11 percent)
Added personnel for new buildings (7 percent)
Added administrative assistants (7 percent)
Added business manager (4 percent)
Added superintendent (2 percent)
Established personnel office (2 percent)
Added coordinator (2 percent)
Eliminated supervisory post (1 percent)
Added research director (1 percent)
Added assistant director (1 percent)

/Changes anticipated:
Add administrators for new buildings (27 percent)
Add assistant superintendent (18 percent)
Add supervisors (9 percent)
Add assistant principals (9 percent)
Add principals (5 percent)
Add business manager (5 percent)
Add administrative assistants (5 percent)
Increase guidance personnel (5 percent)
Add director of personnel (4 percent)
Add internal auditor (4 percent)
Add curriculum director (4 percent)
Add coordinator of instruction (2 percent)
Add science supervisor (2 percent)
Add coordinator of mass media (2 percent)

Suburban districts/Changes made:
Added principals (23 percent of the districts)
Added assistant principals (19 percent)
Added directors (14 percent)
Added administrative assistants (13 percent)
Added personnel for new buildings (12 percent)
Added assistant superintendents (11 percent)
Added supervisors (11 percent)
Made teaching principals full-time principals (9 percent)
Added coordinators (9 percent)
Added guidance personnel (9 percent)
Added business manager (8 percent)
Added buildings and grounds superintendent (4 percent)
Added supervising principals (3 percent)
Added consultants (2 percent)
Eliminated athletic director (1 percent)
Eliminated assistant superintendent (1 percent)
Added assistant director (1 percent)
Added cafeteria manager (1 percent)

/Changes anticipated:
Add administrators for new buildings (24 percent)
Add assistant superintendents (18 percent)
Add supervisors (13 percent)
Add principals (12 percent)
Add assistant principals (10 percent)
Add directors (8 percent)
Add administrative assistants (8 percent)
Add guidance personnel (8 percent)
Add business manager (8 percent)
Add coordinators (8 percent)
Add consultants (2 percent)
Centralize lunch and transportation control (1 percent)
Centralize library services (1 percent)
Add clerk-treasurer (1 percent)



Rural districts/Changes made:

Added principals (14 percent of the districts)
Made teaching principals full-time principals (12 percent)
Added assistant superintendents (11 percent)
Expanded guidance department (10 percent)
Added assistant principals (8 percent)
Added supervisors (8 percent)
Added business manager (7 percent)
Added director of instruction (7 percent)
Added personnel for new buildings (4 percent)
Added counselors (2 percent)
Added director of transportation (2 percent)
Added athletic director (2 percent)
Added administrative assistants (2 percent)
Added cafeteria manager (1 percent)
Added consultants (1 percent)
Added clerk-treasurer (1 percent)
Added tax assessor-collector (1 percent)

/Changes anticipated:

Add supervisors (22 percent)
Add administrators for new buildings (21 percent)
Add assistant superintendents (18 percent)
Add principals (10 percent)
Add business manager (10 percent)
Add assistant principals (7 percent)
Add directors (7 percent)
Add guidance personnel (5 percent)
Promote teaching principals to principals (3 percent)
Add administrative assistant (3 percent)
Reduce number of elementary principals (1 percent)
Add special service personnel (1 percent)
Add treasurer (1 percent)

A curious reverse parallel is found between rural districts and big cities. While remote and small school units are consolidating to provide a more manageable apportionment of staff and services, large city districts are countering with a move toward decentralization.

Chicago, for example, formerly put its nine elementary districts under one assistant superintendent and its four high school districts under another. Now there are eighteen district superintendents each responsible to Superintendent Ben Willis for all the schools in each of Chicago's eighteen school districts. The city is studying a plan to relate districting to the nature of the administrative and supervisory problems rather than, as now, to numbers of pupils and teachers within an area.

New York City has been decentralizing its mammoth (2,544 full-time administrators) school system in somewhat the same way. Instead of reporting directly to Superintendent John Theobald, some divisions now report to division assistant superintendents. A plan under study would rearrange the now horizontal school system (schools are organized into divisions by type) into vertical control units, with superintendents put in charge of all schools in their units and made responsible to Supt. Theobald. This plan would not affect those divisions, like curriculum, that are already vertical.

The changing pattern of administrative staffing has implications on both sides of the hiring line. For every new circle the chief executive draws on his organization chart, a fledgling administrator is, knowingly or not, grooming himself to fill it. A look at the "elaborative" pattern above tells him that while there may be room at the top, the route to it is no longer up a straight ladder. ●

A Twilight For the Stadium Gods

by David Parkinson

AMERICAN EDUCATORS are still smarting from the findings put forth at the President's Fitness of American Youth Conference (less than half of America's youngsters have physical education in school; not even one elementary school in ten has a gymnasium) and in the ugly facts brought out in subsequent studies (physical fitness standards are alarmingly low, lower in some cases than in corresponding groups of European youngsters).

The accusing eye has come squarely to rest on America's school and college programs of physical education.

To say that this country has a system of physical education would be a distortion of fact. It would be more logical to say it has a system of ball-playing. For example, it has been claimed that only one state—California—has made a major advance in its physical fitness program. Yet an observer there found physical education being taught in only a few high schools and that in the great majority of California's secondary schools, physical education, as such, does not exist.

This country's play program must be seen in correct perspective. The child who now receives special attention is the gifted athlete. And the trend is toward more highly organized activities—witness the growing legions of Little League Baseball, Pop Warner Football, Biddy Basketball, and even Iddy Biddy Basketball.

One hears much about game hysteria and the lionizing of "stadium gods." This proselyting at the secondary and college level is, of course, in direct contrast to the basic principles of sportsmanship and contrary to the purest form of competitive endeavor—amateurism. Our gymnasiums are mockeries of physical education. They are arenas dedicated to basketball and served slavishly by The Coach—a veritable giant in his own right (at least when the boys are winning).

In too many institutions the coach is given charge of physical education. A physical education teacher, by

virtue of his professional training, should be capable of coaching and training major and minor game players. But turn it around: can the coach necessarily teach physical education? Often as not, the coach-physical education teacher has graduated from the classroom because of his own skill as a basketball, baseball, or football player. Small wonder that ball-playing is substituted for physical education. Ball-playing is, admittedly, an integral part of physical education, but it is not the entire program!

Competitive sports cannot produce a physically fit America. By its very nature, a highly competitive sports program must be selective in its choice of participants. And for every youngster who is chosen for the team, there are some thirty others who remain inactive spectators. It is no wonder that Europeans refer to America as a spectator nation.

Even the type of training calculated to improve the boy for competitive sports does not necessarily include strong abdominal and upper trunk and arm exercise. These areas, particularly the abdomen and arm, are often neglected. We cannot, therefore, assume that a boy who plays a game for exercise will become physically fit.

A "triple threat" is the football player who can kick, pass, and run. Perhaps a greater triple threat presents itself in basketball, football, and baseball. Of these, the country's most popular school games, basketball and football are too restrictive and baseball allows virtually no exercise in certain positions.

But an equal burden of blame for America's lack of physical fitness must be placed on the nation's accelerated existence. An automated society puts a strain upon the health and vigor of its members; coupled with a spectator-performer physical education program, the problem becomes formidable. Ironically, American youth are victims of their plush, push-button environment. They spend the bulk of their time sitting: driving a car, riding a bus, at movies, in class, before a TV set, in bleachers—and using a few leg muscles getting from one to the other. Such habits as these inevitably reduce physical efficiency and form a negative attitude towards exercise. We don't get too old to exercise, just too tired!

It is not enough to agree that health and physical fitness go hand in hand. Action must come out of this philosophy in order to ensure a fitter, healthier youth—a youth better equipped to resist the even more sedentary way of life that beckons on the horizon. Young people must be sensitized to the need for maintaining physical fitness throughout life. They must be made to understand that the human organism cannot survive a push-button environment.

The ancient Egyptians had a saying: "Health is a crown on a well man's head, but no one can see it but a sick man." The priceless laurel of good health and physical fitness will come only if we give more stress to genuine physical education at all school levels, from kindergarten to adult education. And not ball-playing merely, but a broad range of body-building activities. Then physical education will live up to its name.

Mr. Parkinson, an army physical training instructor in his native Britain during the war, teaches physical education at Orchard Independent School, Indianapolis. Mr. Trayford, author of the criteria checklist, is professor of physical education at Chicago Teachers College.

A SCHOOL OR college physical education program is only as good as the teachers who direct it. And how do you find good teachers? The fulfillment of teacher-education and teacher-certification requirements alone is not a guarantee. But certification coupled with the following five criteria should give the educational executive the assurance that he is selecting the best teacher for his physical education program:

by Cyril Trayford

1. Does the candidate control content and procedures for teaching gymnastics, dancing, rhythms, games, sports, swimming, floor tactics, corrective exercises, first aid, health, and safety? Don't expect the person you hire as coach to teach other phases of physical education or academic courses. Teaching and coaching are both full-time jobs. And the pressure on the coach to produce a winning team may force him to neglect the teaching situation.

2. Does he have the power of teaching-leadership, that is, the ability to stimulate, not just exhort, students to learn? Inherent here is the ability to demonstrate the skills expected of the students.

3. Does he have a good general education? Check his college's or university's courses to determine the knowledge and skills he actually possesses. Don't be too impressed by the number of credit hours or grades he received; it is common knowledge that students in some schools receive course credit only for their athletic participation.

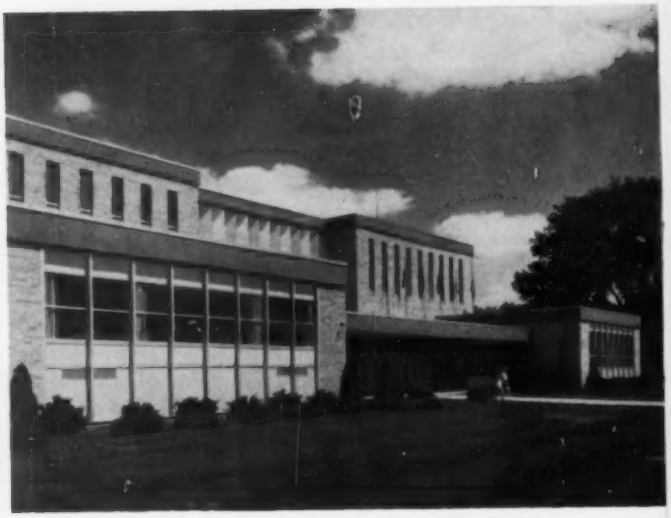
4. Does he have desirable personal qualities? I cannot stress this too much. We all know that successful teachers are able to interact with their students. Since this is an intangible qualification these questions may help to determine the answer:

What are his beliefs about physical education? Is teaching it a way of life for him or just a means of livelihood? Does he provoke response through fear or ridicule? Is he himself an example of physical fitness? Would he try to realize the potential of all students or favor those who are athletically gifted? What are his interests and preparation besides physical education? How would he react under the stress of some teaching situations?

5. Is he interested in continuing his professional growth? Don't think that a person with a degree is forever qualified to teach his subject. The fact that a person fulfilled degree requirements twenty years ago, and perhaps perfunctorily at that, is an argument for inservice training.

As administrators demand better qualified instructors for their physical education programs they will be able to shake off the label "muscle department" and instead groom a physically fit student body. ●

BUILT FOR SCHOOL-COMMUNITY FITNESS



New gym serves model physical fitness program

TO PRODUCE AN acceptable high school in the basketball-oriented Midwest, a prominent architect once bemoaned, you have to design a gymnasium with a couple of classrooms around it. Now, a Michigan community would seem to have achieved the ultimate: a new million-dollar gym on its own five-acre site.

But school planners at Godwin Heights had more in mind than a player-spectator facility. Their plant is designed to serve the broadest kind of physical education for adults as well as students in the community.

Furthermore, the school planners enjoyed a rare degree of freedom when they planned the building. Here was a separate unit, one that didn't have to be fitted into a comprehensive school project. They were able to focus their efforts solely on physical education. The structure is a complete high school facility, but could serve equally as the model for a junior college or small college plant.

The 200 × 250-foot building contains the gymnasium itself, swimming pool, dirt-floor practice area, band and instrument rooms, lounge, and showers, lockers, storage, and administration facilities. It is single-story except for the gymnasium balcony.

The new structure fulfills three purposes. It serves the physical education and instrumental music curriculums of the school district. It offers facilities for interscholastic basketball, instrumental music, and swimming competition. And it is the center of activities of the community-school program.

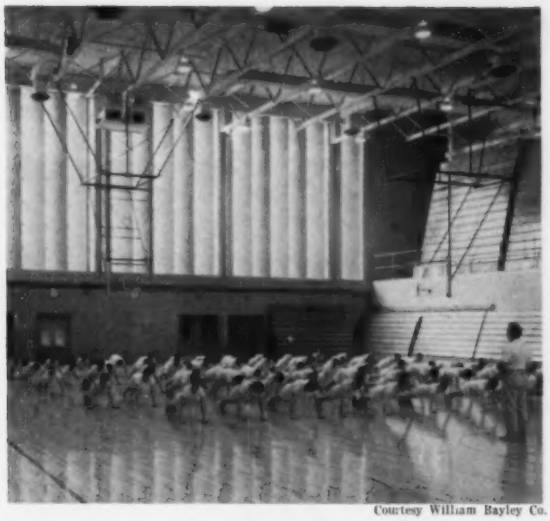
One of the most popular sections of the building for students and parents alike is the generously proportioned indoor swimming pool, according to Godwin Heights superintendent, Roscoe Miner. Six lanes at regulation length meet the requirements of aquatic competition. The pool is equipped with three diving boards and underwater lighting. There is an observation gallery for coaches and judges and mobile folding bleachers that can seat five hundred fifty spectators. Separate rooms house the filtration and chlorination equipment and pumps.

A basketball court takes up most of the floor space in the gymnasium. Badminton, tennis, and volleyball are also played here. When spectator sports are not in progress, mobile folding bleachers may be pushed back to increase the floor space for other athletic activities. Balconies over two sides of the playing court also contain mobile bleachers. These can be folded away to reveal shuffleboard courts and to provide areas for table tennis, boxing, roller skating, dancing, handball, wrestling, and tumbling. In folded position, the bleachers form a dividing wall between the balcony and the main gymnasium. When all seats are unfolded the gym has a seating capacity of over thirty-five hundred.

The third physical education area is the 40 × 80-foot dirt-floor practice room. This is equipped with a batting cage and pitching machine and is used during inclement weather by football, track, and baseball teams. Archery teams also practice here.

The band and instrument department occupies a series of rooms adjacent to the main lobby. These include a large band room with circular raised platform, record and sound equipment storage, six practice rooms, instrument storage, and supplementary offices.

Between the gym, pool, and practice area, and positioned for direct accessibility to each, are the instructors'



Courtesy William Bayley Co.

Louis C. Kingscott & Associates

Million-dollar physical education building in Godwin Heights, Mich., accommodates a community-wide physical fitness program. Facilities run the range of sporting events (archery, basketball, swimming, tennis), also support the band program, and include a spacious lounge.

offices, locker rooms, showers, toilets, uniform drying rooms, laundry, equipment, health and first aid rooms, and receiving and storage areas.

A radio and television room is located to one side of the gymnasium for local handling of interscholastic competitions.

IN THEIR ENTHUSIASM to design spaces for physical fitness, the planners did not overlook the need for relaxation. Off the lobby in a corner of the building they provided a 30 × 40-foot commons, or lounge, which has become a popular leisure time gathering place. Equipped with comfortable chairs and couches, television, and a hi-fi set, the commons attracts students during lunch periods and after school. It is even popular on Saturdays. Refreshments are available at a concession stand across the corridor.

Although the physical educational building was put up primarily for the expanding south suburban school district, every person in the Godwin Heights area has felt its impact. Family participation in every phase of athletic and recreational activity, Miner reports, has exceeded all expectations.

It is a handsome building, too. Here credit its designers, Louis C. Kingscott, FAIA, and Associates, architects-engineers of Kalamazoo, Indianapolis, and Davenport. Colorful porcelain enamel louvers extend the full height of the gymnasium. These serve both to control sunlight and to accent vertical lines of the low building. Limestone columns alternate with the banks of louvers. Curtain wall construction of the exterior is composed of face brick, aluminum sash and porcelain enamel fascia.

Floors are of wood in the gym and terrazzo, quarry, ceramic, asphalt tile, and concrete elsewhere. Lobby and corridor walls are face brick; locker and shower rooms have glazed structural units; and painted lightweight blocks form the other walls. Ceilings are of acoustic tile except in high humidity areas.

Comfortable note for this Michigan climate: the pool is heated by radiant floor panels and radiant heated ceiling. The rest of the building is heated and ventilated by unit heaters and air diffusers. ●

MAINTENANCE

Getting More Power at a Saving

by Raymond McCaffrey

AN OUTMODED electrical distribution system, whether in a primary school building or college campus, is a detriment to safety, increases operation costs, and compounds maintenance procedures.

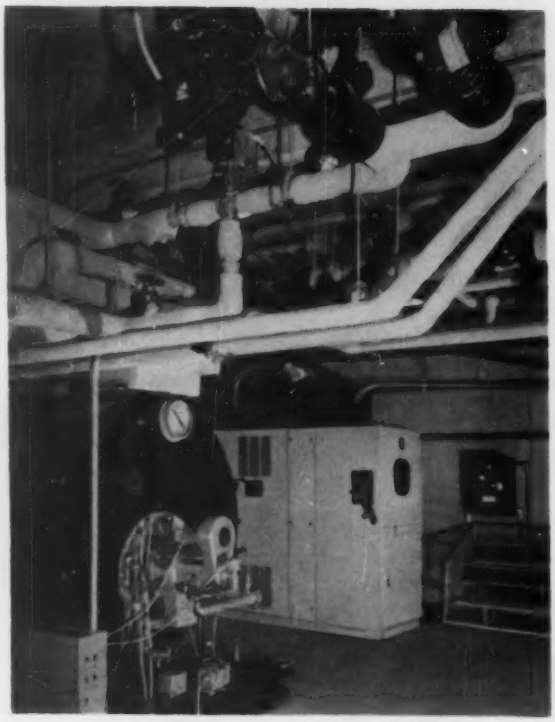
Pennsylvania Military College, Chester, Pa., experienced all of these problems in its electrical system for years before it reached the breaking-point in 1958. At that time the power load sometimes operated at forty percent over rated capacity. Cables burned, fuses blew, wires overheated, insulation melted, and summertime air conditioning placed a heavy burden on the whole system.

By revitalizing the electrical distribution system Pennsylvania Military College doubled its power capacity and now realizes power cost savings of more than $6,000 annually, an amount which could pay for the entire new system within five years. Direct dollar savings, increased safety, and reduced maintenance have resulted from forward thinking by college administrators and the cooperation and suggestions of the Philadelphia Electric Company, which surveyed the whole system and costs of services.

Power costs of the existing system were compared with those possible with a new primary service system. Immediate savings of $4,500 were indicated with complete conversion to primary service, this amount to increase as new buildings were added to the service line. These facts, backed by a strong recommendation from electrical engineer J. J. Riley, won the approval of college trustees, and the modernization program was underway.

Principal items of equipment in the new system are two 225-kva Tranfo-Unit packaged substations and power and lighting panels supplied by I-T-E Circuit Breaker Company, Philadelphia. Readily available in the voltages and capacities called for in the planning of the new system, the packaged units were a major factor in enabling the college to receive primary power service and to install the complete system itself.

Primary service now replaces two types of secondary service formerly supplied: single-phase three-wire and two-phase five-wire. Primary power enters underground at the stadium fieldhouse. Here it feeds the first Tranfo-Unit, substation A, then loops off the top to a fused interrupter switch. From this switch, power then goes via eight hundred and fifty feet of underground conduit to the second Tranfo-Unit, substation B, located in the basement of Howell Hall, a new dormitory.



Conversion to primary service and installation of packaged substations doubled Penn. Military College's power capacity yet saved enough money to pay for itself in six years.

Substation A feeds the administration building, chemistry building, armory, library, and stadium, and will supply a series of buildings along the street which bisects the college campus.

Substation B supplies Howell Hall and Turrell Hall (a newly completed dormitory) and will feed a third new dormitory. Capacity is also available for still another dormitory and a science and engineering building planned for the future.

All power enters through a single metering cabinet located in the stadium power room which provides complete control and recording of power to all buildings. Primary service is 4160-volt, three-phase four-wire. All secondaries are 120-208-volt, three-phase four-wire.

The entire secondary system was re-balanced, rewired, and new main distribution panels were added for all buildings. The twenty-four meters located at scattered points throughout the campus were eliminated entirely. Lighting circuit breaker panels replace four hun-

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As financial vice president of Pennsylvania Military College, Mr. McCaffrey is particularly impressed by money saved through his college's power conversion.

dred twenty-seven fuses in widely scattered fuse boxes used in the previous system.

Three feeders went into Old Main before, including one to the dome of the building and two into the basement. These were replaced by a single line to new basement distribution panels from which go two lines: one for lighting, the other for power to dishwasher, steam generator, and air conditioners. A generator was also installed that can provide emergency power for temporary heat, lighting, and cooking.

The entire distribution system was in operation fifty-three weeks after the first project discussions were held. Only a four-hour power outrage was necessary during cutover to the new system. Final stage of the changeover program will tie in the remaining outlying buildings to the new system. Scheduled for completion by 1961, this will add the final twenty percent of total power to the new distribution system.

Pennsylvania Military College, founded in 1821 and chartered in 1843, is the second oldest of seven primarily military colleges in the United States and the only one in the middle Atlantic-states area. Its curriculum combines a regular four-year college academic program with cadet life and military college ROTC. Degrees are offered in the arts, sciences, business administration, and engineering. •

More colleges and universities are developing alumni institutes to strengthen those old school ties. Colorado's Victor Danilov describes the history and development of these

"School Days" for the Old Grad

One of important features in next month's issue of

OVERVIEW

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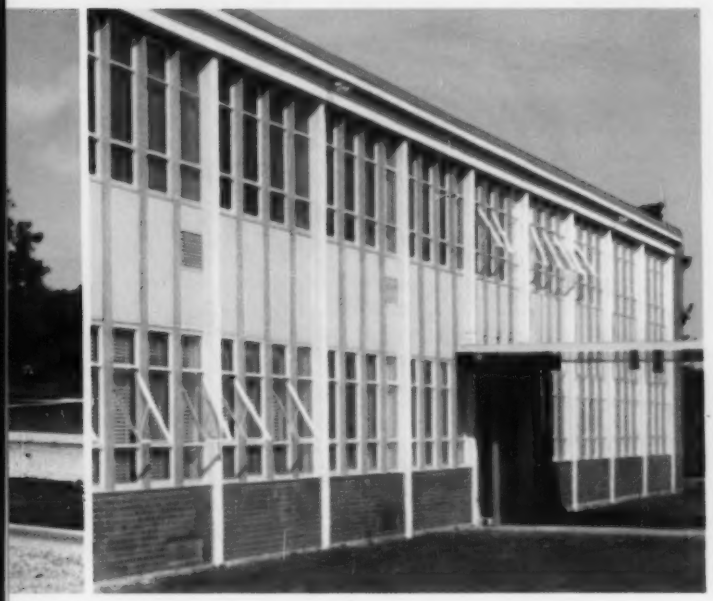

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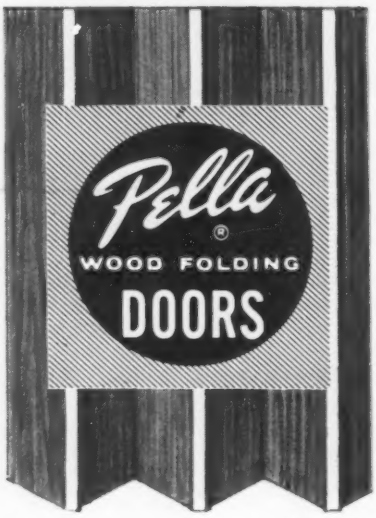

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What Democracy Needs from Education

As WESTERN civilization has grown more complex, educational practice and theory have become increasingly confused. Perhaps this condition is an inevitable result of the changes in thought and basic assumptions that have taken place since the Renaissance.

In some senses, these changes have reflected themselves most vividly in the development of the United States, for here an attempt has been made to build a new social order. One of these changes in this country is the profound commitment to "educate" all the citizens of the nation to the extent of their potential: first through common school, later through high school, now through two years of college, soon through four years of college and on into adult life.

What educational theory should guide this gigantic endeavor in a nation such as the United States? Stated more simply, what is to be done while people are in school these eight, twelve, fourteen, sixteen or more years? All effort to educate involves notions or theories about many things: What should be learned and when? What is the nature of the learner? (He seems to be different from a dog or an ape.) How does learning take place? What content and experience promote learning best at different stages of development? What is truth and how is it arrived at? What is the nature of democracy? What is effective education in a democracy? etc., etc.

Professor Ernest Bayles has undertaken to answer these and related baffling questions. In the preface of his new book, *Democratic Educational Theory* (Harper and Brothers), he says:

> This book represents an accumulation of more than thirty years of my thought on what ought to be the major tenets of a genuinely democratic educational program.

The author believes the application of the theories he presents would result in a practical classroom procedure called "reflective teaching," by which he means "conducting classes in such manner as to promote reflective studies of student problems; studies which achieve the solid substance of Dewey's Complete Act of Thought." His first chapter presents evidence on the effectiveness of reflective teaching and serves as a practice-centered introduction to the book.

In my judgment, any sincere attempt to bring some order into the confused state of educational theory is praiseworthy. *Democratic Educational Theory* is such an attempt by an experienced, well-informed student of education.

Some may regret that the author ties his whole view to a philosophic position which he calls "objective relativism." This view is forthrightly stated and its implications faced squarely. But those implications are so far-reaching and often, at least apparently, contradictory to much of the Hebrew-Christian-Greek traditions which are the foundation of Western civilization that there is danger of compounding the present confusion. Sometimes Professor Bayles is almost "absolute" in his opposition to "absolutism." Recent thought seems to be searching for belief and method beyond the dichotomy of relativism and absolutism which will unify these views and will provide answers more satisfying than either alone offers. I linger over this point because it involves among other things the character education of modern man, the most vulnerable and vital aspect of the current educational effort. ●

By E. V. Pullias, professor of higher education, University of Southern California.

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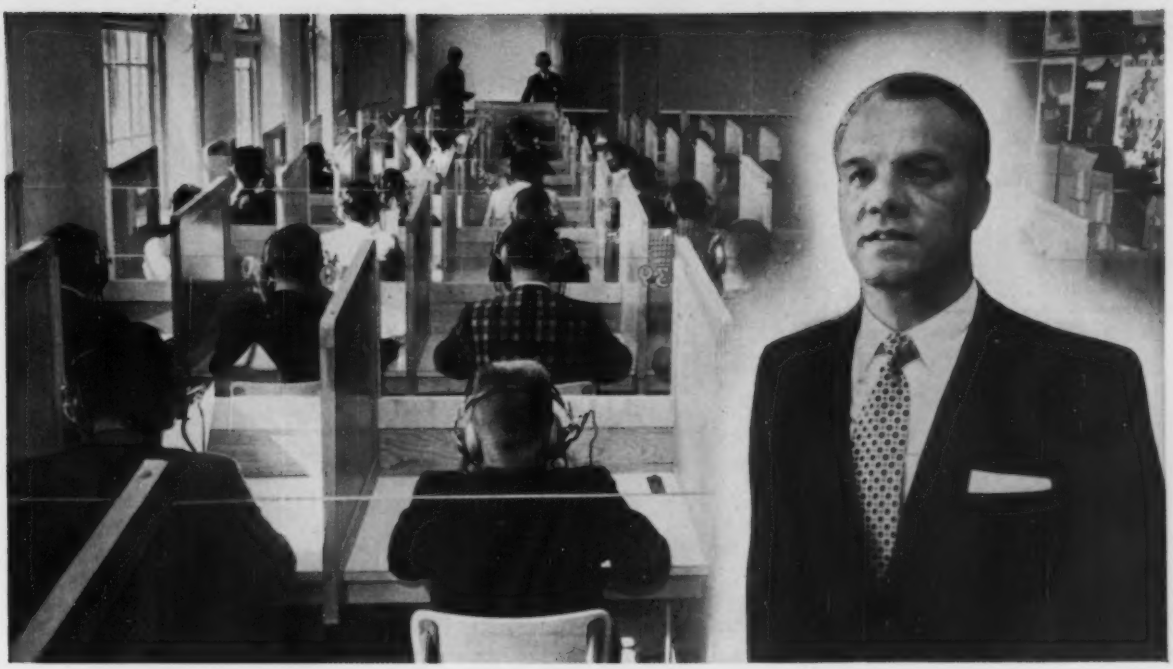

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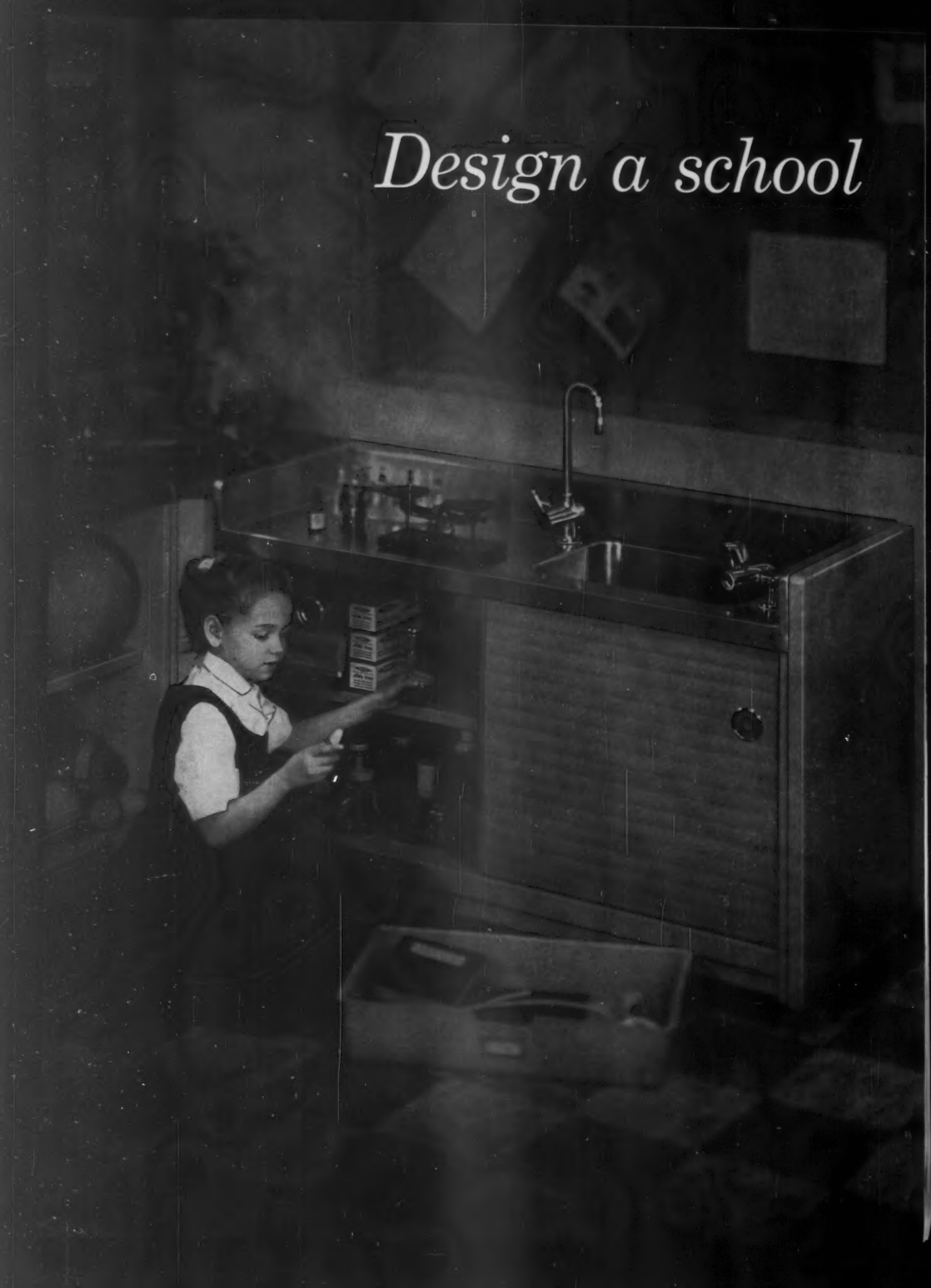

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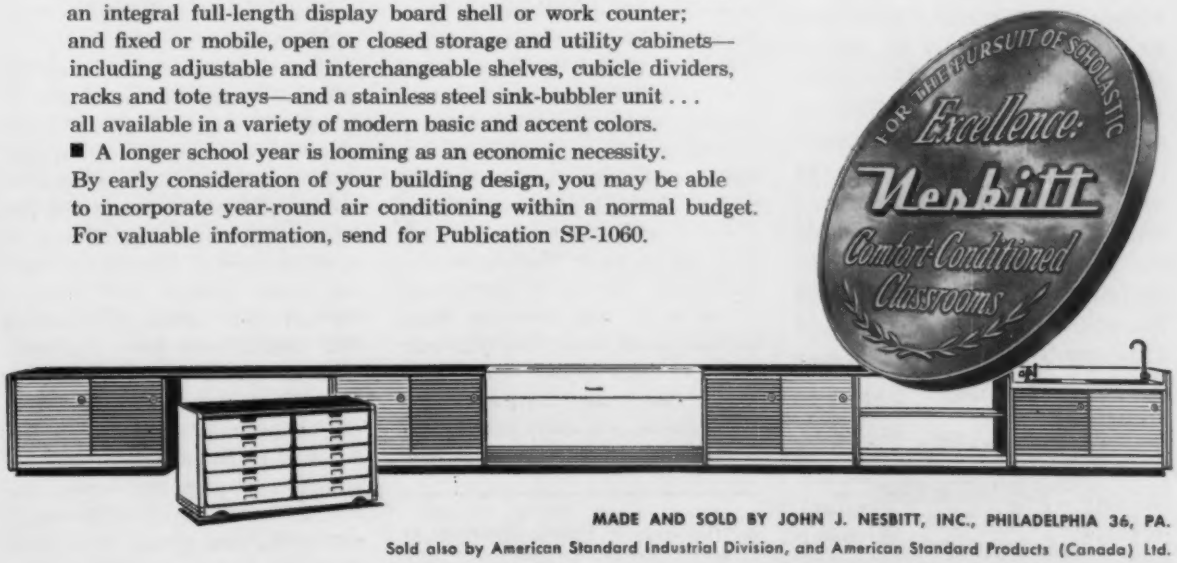

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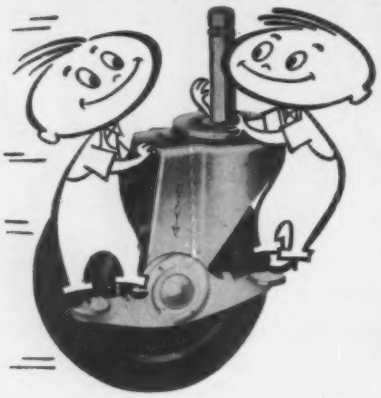

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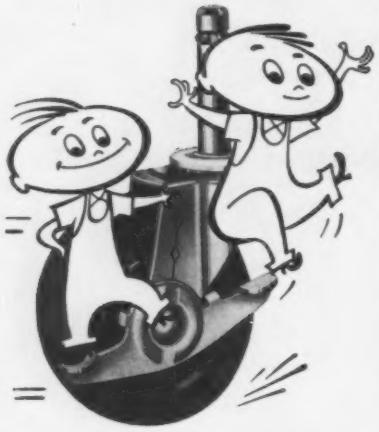

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Teaching on All Channels

IT HAS BECOME so fashionable in academic circles to damn commercial television as a server of kiddie fare and a narcotic for Western and fight addicts that few have dared rise in its defense. Having had an inside look at what is going on in some of the network studios I would like to report on the genuinely creative work I found there.

This past summer I was privileged to receive a fellowship from the Academy of Television Arts and Sciences. I was invited to spend three weeks in New York City to see whatever and whomever I wished; the Academy paid all expenses and opened all necessary doors. I learned much about the detailed operation of the medium, but even more important, I left the city convinced that our educational efforts suffer because we do not take advantage of the resources which television puts before us.

As a department chairman at Syracuse I have watched colleagues and academic friends develop a curious reverse snob attitude toward television. More and more of them say with pride that they do not have television, or that they have moved it to a distant room, or that a tube wore out and they've never bothered to replace it. They imply that they thus spend more time in "worthwhile activities."

But it is specious to argue that there are too many Westerns on television, or too many private-eye shows, or (at least once) too many quiz programs. Argue then that there are too many books issued each month, too many magazines, too many movies, too many phonograph records. Any set owner knows how to use both positions of the "on-off" switch.

It has long been my contention that if a viewer would select his television programs with the same care he exerts in choosing his books, motion pictures, and magazines, he could as profitably spend an hour or two each week with television as he could at a museum, library, or concert.

While the intellectual is condemning television, CBS is presenting each Sunday evening a half-hour program called "The Twentieth Century" which tells in sight and sound the important stories of the last six decades. I've always had great respect for the workmanship on this program, but it became even deeper this summer, for I spent more time with "The Twentieth Century" people than in any other office or studio. As a member of a board of graduate studies I've participated in scores of examinations for advanced degrees, but I doubt if I've ever encountered a fledgling Ph.D. as thoroughly versed in his thesis topic as are the researchers and editors who put together each program in "the Twentieth Century" series.

Once a topic has been selected, the material researchers go to the libraries and absorb everything written about the subject as would any doctoral candidate. Film researchers canvass all likely sources of film and order prints of the best six or seven hours of material. Film editors study the library research and then go through every minute of assembled film several times over until they have selected as most relevant perhaps two or three times as much as can be shown in one program. The key staff personnel then review the results at this point and suggest how the film editors can trim the material to the final twenty-six minutes that will be seen on the air.

By Dr. Eugene Foster, chairman of Syracuse University's television and radio department.

The end product is a scholarly production in every sense of the word, prepared by a team of experts who are fiercely dedicated to accuracy in their presentation. And it has as much to offer the educator as any other scholarly work. Its only weakness is that it is in capsule form and that most of the viewers wish each program were twice as long. But if we remember the total problem of making the citizen aware of the many facets of the world he lives in, we must acknowledge the capsule form as the most appropriate.

I've gone into some detail about "The Twentieth Century" because its staff members were working on programs while I was visiting them and because they were so kind in making me feel at home. I was strongly impressed that the "CBS Reports" staff and the people in the recent "Project Twenty" series at NBC felt the same way about their mission of informing Americans of major stories in sight and sound.

Along with these outstanding presentations must be listed the TV coverage of the national conventions and the presidential campaign. Or the regular presentations of the Armstrong Circle Theater and the specials such as "The Moon and Sixpence," "Ethan Frome," and plays of Shakespeare. I assume that everyone is familiar with "Sunrise Semester" and "Continental Classroom" which are specifically designed to fit in current educational patterns.

Within a decade the television industry has met a formidable challenge of growth and popularity and has produced quality programs for which it receives too little credit. I don't mean to imply that administrators and professors should consider television good enough and cease their criticism—obviously there is room for improvement.

Our challenge, as educators, is to harness and derive good from this most potent medium of all time. As we get acquainted with them, we find that the leaders in this industry are men of integrity who want to make a significant contribution to the solution of current problems which concern them as much as they concern us. ●

Commercial TV's Syllabus

Network

CBS Reports (CBS). Twice-a-month series beginning with "The Year of the Polaris."

Continental Classroom (NBC weekday mornings). Modern chemistry and modern algebra.

Eyewitness to History (CBS Fri. night). Recap of significant news of the week.

Tomorrow (CBS Wed. evening). Series on the Age of Technology, produced with M.I.T.

Twentieth Century (CBS Sun. morning). Documentary exploration of the past, present, and future.

U.N. in Action (CBS Sun. morning). Larry LeSueur discusses important developments from U.N. headquarters.

Local

Academy of Science (Mobile, Ala., WKRG, Sun. morning). Local schools, hospitals, industries, and institutions present science topics that apply to them.

Archaeology and the Bible (Los Angeles, KNXT, weekday mornings). Non-credit college course by U.S.C. professor.

Central California University of the Air (Fresno, KFRE, Sat. afternoon). Specialized courses at six local colleges, from the story of jazz to moon-earth relationships.

Common Ground (Chicago, WBBM, Sat. afternoon). Foreign exchange students in Chicago colleges talk about their own countries and their American experiences.

Community Campus (St. Louis, KTVI, Sat. morning). Four-year basic program of 24 courses leading to non-credit certificate.

Doctor's News Conference (San Francisco, KTUV, Tues. evening). Local reporters quiz medical experts.

Front Page: Pravda (Buffalo, N.Y., WNED, Tues. evening). Russian expert from U. of Buffalo reports what the Russian people are reading by analyzing current issues of *Pravda*.

Golden Rule School (Seattle, KIRO, weekday mornings). Emergency series of kindergarten lessons for Seattle pre-schoolers (kindergarten program had been eliminated by failure of bond issue).

Government of the People (Los Angeles, KNXT, weekday mornings). Non-credit college course on politics by U.S.C. professor.

Great Moments in Science (Los Angeles, KNXT, Sat. afternoon). College professor recreates great experiments from Archimedes to Einstein.

Growing Up (Ames, Iowa, WOI, Sun. afternoon). Guidance for parents in problems of raising children from birth through adolescence.

Outdoors (Denver, KBTV, Sat. afternoon). Discussions on agriculture, hunting, and fishing.

Panorama (Denver, KLZ, Tues. evening). Profile of Denver's people, industries, and activities.

Popeye's Firehouse (Chicago, WBBM, weekday mornings). Children's show on fire prevention.

Shakespeare (Rockford, Ill., WREX, twice weekly). Rockford Evening College credit course in English.

Spotlight (Fort Wayne, Ind., WANE, Sun. afternoon). Picture of organized fine arts in this manufacturing and agricultural center.

Treetop House (Chicago, WGN, weekday mornings). Information and entertainment for pre-schoolers.

National sample of educational telecasting by commercial stations. Local information from "Interaction," report on public affairs programming at community level published this month by Television Information Office.

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Where Education Is "On-Limits"

A CATHOLIC university and the United States Air Force may sound like an unlikely educational combination, but a case in point proves otherwise. In answer to requests from commanders of military installations in the area, St. Mary's University in San Antonio, Texas, extended its off-campus, academic credit program to Kelly Air Force Base. And it thereby forged another link in the growing chain of school-community cooperation.

Classroom instruction is given at the education building on the Kelly Base five evenings a week. Military personnel and civilian employees from nearby Lackland, Medina, and Brooks Air Force Bases and the USAF Security Service also take part in this on-base, off-duty education program.

Spring and fall enrollments average four hundred twenty; summer enrollments are one-third of that. Courses lead to degrees in business administration, arts and sciences, and industrial engineering. Lower division courses make up the bulk of the enrollment; advanced courses are offered where demand or enrollment warrants.

The Base education officer and staff take responsibility in guiding military personnel into proper job competencies; they coordinate their planning through the university's educational director.

Administration of the KAFB education program is shared by a university official and the base education officer. Brochures are printed at university expense and distributed by the Kelly officer to every individual on the air base. Courses, instructors, and new programs are also reported in "Flying Times," weekly publication of the base.

Teachers for the university-sponsored program are full-time staff members and part-time instructors in equal proportion, in accordance with the Southern Association of Colleges. Base education officials may suggest names of qualified on-base personnel (civilian or military) for teaching duties, but department heads must pass on qualifications of all teachers, just as they do for the main campus staff.

One problem which is unique to this program is the temporary duty assignment which might take an airman-student from Kelly to Casablanca, Okinawa, Greenland, or Alaska. Makeup or anticipated assignments are possible when this occurs, except for protracted absences.

Student counseling by department heads is provided so that courses are not chosen indiscriminately. Basic courses with liberal arts or general education emphasis form the backbone, in proper sequence, of every term's offerings.

Tuition is identical with on-campus fees except where package deals are arranged. Usually the base's tuition assistance is three-fourths of the university's charges for each student, or not to exceed $7.50 per semester hour. Matriculation and laboratory fees and textbooks usually are the individual's responsibility. Drop-outs who fail to complete the course due to circumstances that are considered to be within their control are required to reimburse the Air Force for its share of the tuition.

The concentration of civilian and Air Force personnel in the San Antonio area is an educational challenge of top priority. It is being met by bringing teachers and courses from St. Mary's to the military base at Kelly. ●

By Bro. Henry C. Ringkamp, S.M., director of the Kelly-Lackland Educational Program at St. Mary's University, and Donald J. Smith, chief of Military Career Development Branch, Kelly Air Force Base, Texas.

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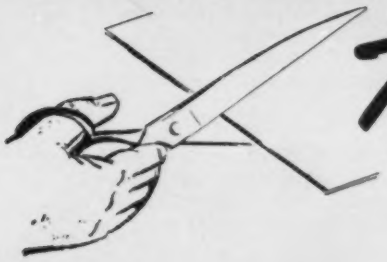
Quakertown High School,
Quakertown, Pennsylvania
Architects: H. F. Everett & Associates
Contractor: Coopersmith Bros., Inc.
Glazier: Pittsburgh Plate Glass Co.



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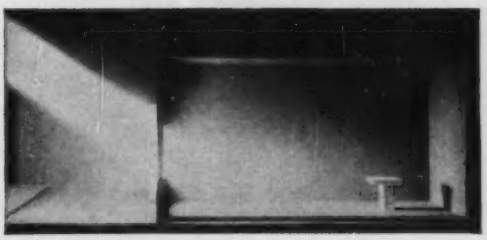
CLEAR GLASS—Actual photograph of "smoke box room" with its window glazed with clear glass. Note high concentration of light near window.



DIFFUSING GLASS—Smoke box photo—window glazed with diffusing glass. Note uniformity of lighting and its distribution to far side of room.

In these photographs the box is built to a scale of 1"=1' to represent a room 12' high, 12' wide and 24' deep. The "window", centered in one end, is 4' square, 3' above the floor.

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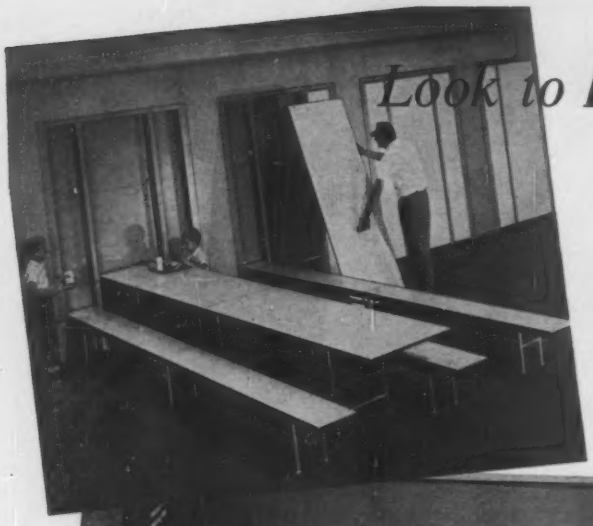

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PLANT NEWS

Two in One

New York City Board of Education approved plans for the new P.S. 74, designed in two units by Ballard, Todd & Snibbe. Planned to accommodate 1,240 pupils, the elementary school is divided functionally into two buildings connected by an entrance foyer.

One building contains the library, four kindergarten rooms, and forty-two classrooms. Classrooms surround an open court sheltering the kindergarten playground. Auditorium, lunchroom, and gym, in the second unit, are designed one above the other to conserve space. These areas are open to the public and serve as a center for evening and community activities. Both buildings are three stories.

Pink brick facing creates patterns of piers at intervals on the exterior. Alternating recessed and projecting brick panels form shadow lines to create an interesting facade. This brick treatment is a conscious echo of New York's turn-of-the-century buildings and adds charm and a link with tradition to an otherwise contemporary building. Windows project beyond the face of the brick spandrel to create the effect of bay windows. Decorative roof overhang caps the building and gives a feeling of scale for small children.

Construction of the $2.5 million school will begin next year.

Expanding Private School

With an enrollment at an all-time high of 440 students, The Tatnall School, Inc., a private coeducational academy in Wilmington, Del., has expanded its facilities with a new two-story secondary school. Designed by Victorine and Samuel Homsey, it has a capacity of 160 students and shares the one-hundred-acre site with a primary school and athletic areas.

Within the $1.4 million building are eight classrooms, student center, forum, a-v room, faculty room, and administrative spaces. Large, flexible areas have been included to accommodate activities which will be transferred to future installations in the expanding plant.

The structure is steel frame with bar joists and concrete floors. End walls and lower spandrels are block-backed brick, with wood-framed, porcelain-surfaced plywood and glass window walls above. Oil-fired hot water supplies heating-venting-cooling units prepared for installation of an air-conditioning compressor (Tatnall has a year-round schedule of activities). Temperature control is pneumatic automatic. ●

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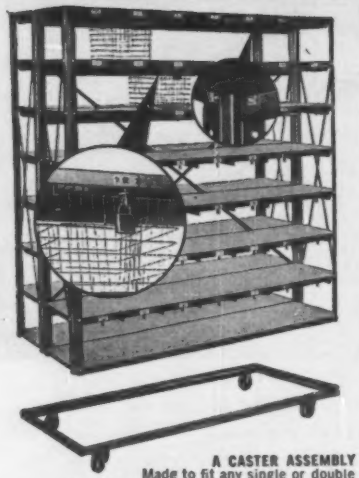

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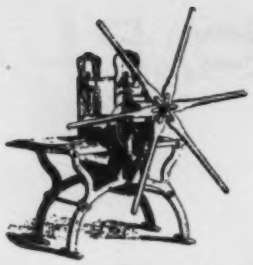

THE WASTE MAKERS

By Vance Packard. New York: David McKay Co., Inc. 340 pp. $4.50.

Mr. Packard, who has added "hidden persuaders" and "status seekers" to our lexicon, has come up with another free-swinging report on the general deterioration of our social fabric, this time an examination of "waste makers," manufacturers and advertisers whom he accuses of promoting maximum consumption of shoddy, unimportant goods at the expense of our natural and moral resources. Educators will squirm at Mr. Packard's tabloid style, but will applaud much of his argument. First, he rails against calculated campaigns (unknown to the consumer) by some manufacturers to set "death dates" for products to insure a rapid rate of repair and replacement. Second, he questions the hedonism fostered by the business community, which implores the consumer to "indulge yourself" (two houses, three TV sets, three cars, boats, deodorants, packaged staples, etc.). Third, his principal point, he deplores the fantastic drain on natural resources—iron, oil, copper, and water—that this proliferation demands.

It is good for educators to see the community through Mr. Packard's steely eyes. Are educators concerned about the "population explosion"? Says a leading business magazine: "New Population Score Card Can Help You Strike It Rich." Are educators concerned about "materialistic youth"? Says a department store in Iowa: "Teen-Agers! Have Your Own Charge Account!" If time is short, the schoolman should at least read Chapter 1 ("City of the Future?") and Part III, which deals with "Ever-Mounting Consumption?", "The Vanishing Resources," "The Commercialization of American Life," and "The Changing American Character." This is a sobering, if not frightening, view of our society; not a whole view, but one which warrants attention. —T. O. C.

McMURRY'S MANAGEMENT CLINIC

By Robert N. McMurry with Ruth G. Shaeffer and Lawrence E. de Neufville. New York: Simon and Schuster. 207 pp. $4.95.

Whether the authors' specific answers are entirely valid is not so important to this book as the lively tone and the general down-to-earth nature of the questions asked. The authors confess that in their more facetious moments they consider themselves to be the Dorothy Dix or the Dear Abby of the business world. The book has the same kind of readability as do those columns.

Amusing but helpful material for the management side of educational leadership.

AMERICA IN THE MODERN WORLD

By D. W. Brogan. New Brunswick, N.J.: Rutgers University Press. 117 pp. $3.

One does not read this book for confirmation of his own opinions, but rather because of Professor Brogan's particular perspective. As a longtime friend and critic of America who maintains his base as a professor of political science at Cambridge University, Dr. Brogan is well known. His comments on American education and American culture are not entirely novel but are readable and useful.

(Continued on page 77)

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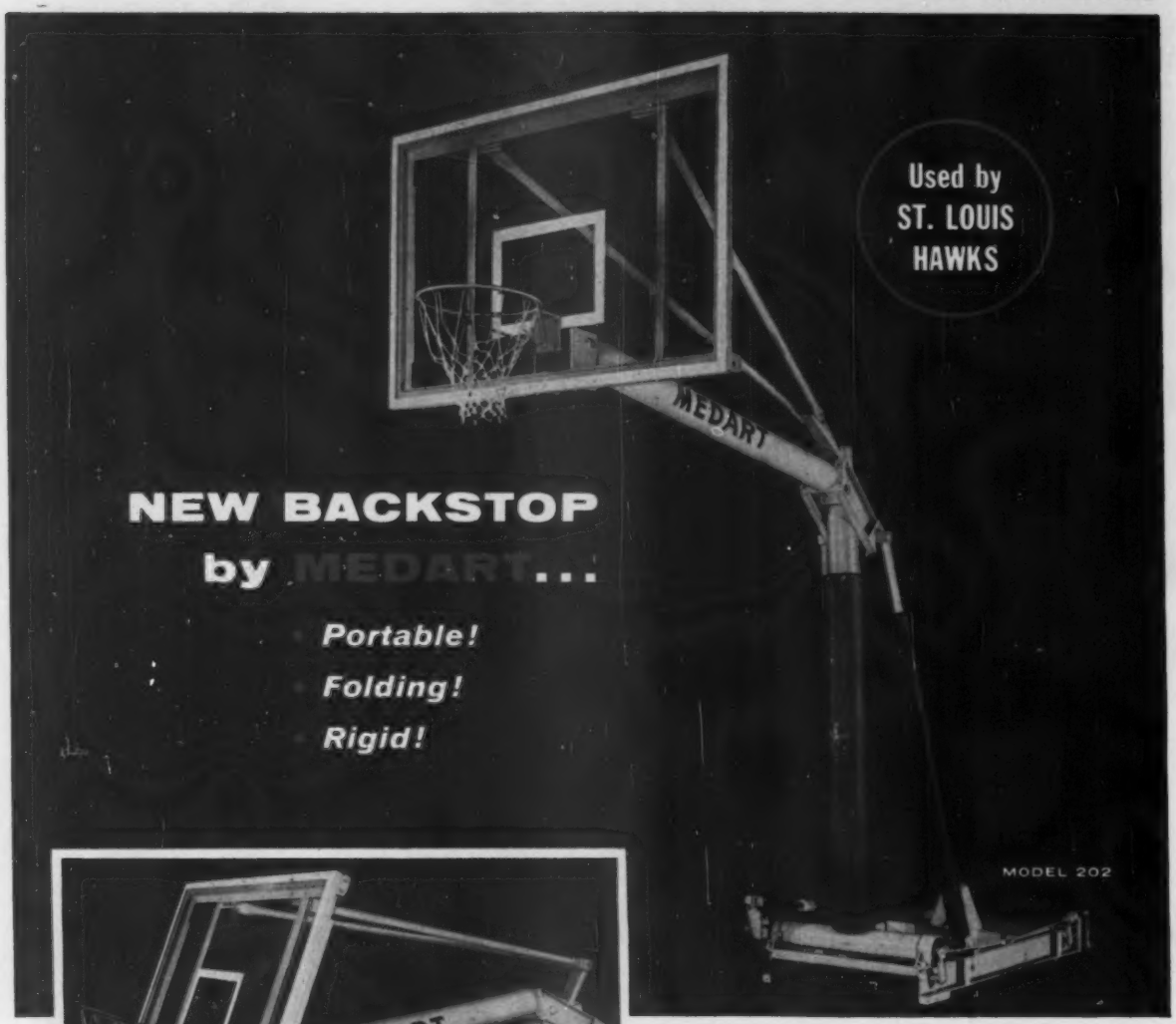

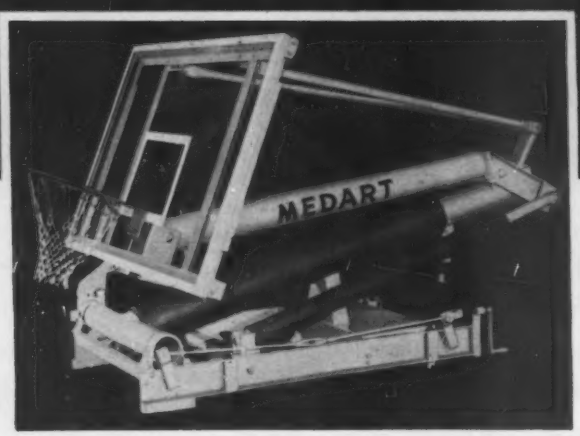

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SOCIAL CLASS IN AMERICA—THE EVALUATION OF SOCIAL STATUS

By W. Lloyd Warner with Marchia Meeker and Kenneth Eells. New York: Harper & Brothers. 298 pp. Paperback $1.60.

The major content of this book forms a manual of procedure for the measurement of social status and is reprinted from a 1949 edition. Those who were impressed by Vance Packard's *The Status Seekers* might well review the first two chapters of this paperback. Two new chapters especially the one on Power, Prestige, and the Human Adaptive Controls make this worth the attention of our general readers in addition to the natural audience of sociologists.

VOCATIONAL EDUCATION FOR RURAL AMERICA

Edited by Gordon I. Swanson. Washington, D.C.: Department of Rural Education, National Education Association of the United States. 354 pp. $4.

ADMINISTRATION OF SECONDARY SCHOOLS

By Rudyard K. Bent and Lloyd E. McCann. New York: McGraw-Hill Book Co., Inc. $6.50.

A textbook for graduate work in the subject field, this is entirely worthy of the distinguished editorship of Harlan Hagman. Its great virtue is its principal emphasis on the task to be done rather than on the persons doing the job. Administration is a process and a function, but too many of us practicing administrators confuse ourselves with the function. From one view, the high school principal is a teacher who has a special responsibility to see that administration gets done.

There is enough of the how-to-do-it in this book to make it helpful to the novice and sufficient general discussion and insight to warrant reading by the old hand who, incidentally, is usually the one who knows best how much he doesn't know. In textbook form, it definitely lends itself to browsing as well as to syllabus use.

FOUNDATIONS AND PRINCIPLES OF PHYSICAL EDUCATION

By Natalie Marie Shepard. New York: The Ronald Press Company. 352 pp. $5.

A VIEW OF "THE NATION" (An Anthology: 1955-1959)

Edited by Henry M. Christman. New York: Grove Press, Inc. 269 pp. Paperback $2.45.

Regular readers of *The Nation* may enjoy the reprinting of articles which recall the best of that magazine. Those who have not been regular readers may enjoy having the book handy for dip-in-and-out reading. The material is organized into main categories, but it remains a collection of commentary on broad aspects of the American scene. Like *The Nation* itself, the book is full of heterodoxy and satire. Much of the material is dated, but because it dealt with the contemporary scene it also has the freshness and liveliness to be expected from that close relationship.

CITIZENSHIP AND A FREE SOCIETY: Education for the Future

Edited by Franklin Patterson. National Council for the Social Studies. 292 pp. Paperback, $4.

Any yearbook has hard sledding. Its distribution is almost invariably

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- To Individual Student

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wider than its reading. The Council for Social Studies has certainly had this experience again and again.

Yet it's hard to see how our schools can go on so slightly influenced by the realities of society, the agreement on goals, and the research on process which the Social Studies people have repeatedly laid clear. This yearbook deals so centrally with the universally accepted aim of helping build responsible citizenship that it is nearly a must for those administratively responsible for secondary education and for those who would center education too fully on mental development or intellectual skill.

Dr. Patterson's editorial leadership is distinguished. Issues are clarified and responsible answers contributed toward some of our most vexing curriculum problems.

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NEW AND USEFUL REFERENCE BOOKS

The Literature of Liberal Adult Education 1954-1957 (annotated)

Compiled by J. D. Mezirow and Dorothea Berry. New York: The Scarecrow Press, Inc. 308 pp. $6.50.

Private Independent Schools—The 1960 Yearbook

13th edition. Mansfield A. Lyon, Editor. Wallingford, Conn.: James E. Bunting, Publisher. 1100 pp. $7.50.

Directory of University Research Bureaus and Institutes

Gale Research Co., Detroit, Mich. 199 pp. $20.

Elementary Teachers Guide to Free Curriculum Materials

17th edition. Educators Progress Service, Randolph, Wisconsin. 639 pp. $7.50.

Educators Guide to Free Films

20th edition. Educators Progress Service, Randolph, Wisconsin. 639 pp. $9.

Educators Guide to Free Filmstrips

12th edition. Educators Progress Service. Randolph, Wisconsin. 163 pp. $6.

The New Nations of West Africa

Edited by Robert Theobald. New York: The H. W. Wilson Co. 179 pp. $2.50.

Pictures, Pamphlets, and Packets

Third Edition. National Aviation Education Council, 1205 Connecticut Ave., NW, Washington, D. C. 28 pp. Single copy free. Quantity orders considered.

Independent Study—New Dimensions in Higher Education

By Winslow R. Hatch and Ann Bennet, U. S. Department of HEW, Office of Education. Available from Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 40 pp. 25¢.

Social Changes and the College Student

Symposium by Donald R. Brown, W. C. H. Prentice, Nevitt Sanford, Philip E. Jacob, Joshua A. Fishman, Robert J. Havighurst. American Council on Education, 1785 Massachusetts Ave., NW, Washington, D. C. 34 pp. Free while supply lasts. ●

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H. E. W. After the Election

REGARDLESS OF THE outcome of the elections this month—and some of the pre-election promises—there won't be much change next year in the operations and policies of the Office of Education, or its parent Department of Health, Education and Welfare.

Some of the top men, both in the department and in the office, will change, to be sure, and with them will come some new thinking and some new voices. But the course of the two organizations will likely change very little.

Educational executives must remember this when they look at Washington and its operations. Government departments like HEW, or Commerce, or Treasury, are so bound about with laws and rules and precedents that no Secretary or Commissioner (or President) can hope to do more than deflect them slightly from whatever course they are embarked on. Here are some of the reasons:

1. Usually, the top men brought in by a new administration are inexperienced in government work or at least inexperienced in the department which they are now expected to operate. Thus, they have little choice but to lean heavily on the advice and experience of the department's permanent staff.

2. Most departments operate numerous programs (as does the Office of Education) that were set up by previous Congresses. These programs are thus prescribed by law and must continue despite the wishes of the new President or Secretary. Only a new act of Congress—or a cutoff of funds by Congress—can substantially change these activities.

3. This year in particular, with a complete change in the Administration due, the departments have no choice but to plan on the wishes of the outgoing President and his Secretary. Budget figures to be submitted to Congress in January, for instance, have been prepared over the past several months and will be presented by the outgoing Administration.

Result is that for the first year of the new administration, willy-nilly, the departments will operate on much the same level as this year.

Background—To get the picture clear, perhaps a little background on HEW and its components is necessary.

As most educators know, the Office of Education itself dates back to 1867, when it was set up "to collect and disseminate statistics and facts, and promote the cause of education." Through various metamorphoses, it finally took shape as one of five major divisions (though by far not the biggest) of the Department of Health, Education and Welfare when that agency was created in 1953.

Overall, HEW is concerned with

By E. E. Halmos, Jr., who reports on the Washington scene for OVERVIEW.

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The bridge between grammar and conversation. Not a course, but a valuable supplement — to develop students' reflexive use of a language. (1) Student hears problem sentence recorded by native linguist, (2) speaks response, and (3) immediately hears recorded master solution. Time limit and only one possible solution makes student think and speak *in the language*. Each drill comprises 18 LP records, teacher's manual, scripts of all 70 lessons.

More MRI/TRW language laboratories are now in use—more are being installed today—than all other combined. Why?

MRI/TRW's long experience gives schools the broadest selection of simplest, easiest-to-use *equipment*. There's a system to match your exact needs for today and tomorrow, regardless of size, purpose and budget.

MRI/TRW leads in *tested teaching methods*, materials, consultation and regional seminars.

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World's Most Complete Line of Language Laboratory Equipment

administration of social security laws, public health, control of distribution and purity of foods and drugs, and vocational rehabilitation, as well as with the functions carried on by the Office of Education.

HEW employs 62,350 persons and spends (1961 budget) more than $3.8 billion a year on its activities. Out of these totals, Office of Education employs about 1,000 and has an annual budget of $489.2 million. With this, it conducts the various activities provided for under the National Defense Education Act ($173 million), aids school construction ($63.4 million), renders other assistance to local school districts ($187.3 million), aids schools in federally-impacted areas, collects and publishes statistics, makes grants to land-grant colleges, and aids school administrators in many other areas, including libraries.

Take NDEA, for example. The original law was passed in 1958, has since been several times amended, and only recently was made a "continuing" act. Thus it will go on indefinitely, unless Congress should cut off funds (except for Title VIII which expires in 1961). Procedures governing the administration of this law have been set and any attempt to change them radically would result in a snarl of paperwork and legalities that might set the whole program back several years.

Take federal aid to impacted areas: one hundred percent aid to school districts in which parents both live and work on a government reservation, fifty percent to areas where parents are employed on federal reservations, other aid where a government contract brings a "sudden increase" in school age population.

The first part of this program (aid where parents live and work on government land) has now been made permanent and Congress is under pressure to continue the second and third parts (which expire in June, 1961 under present law).

Advise and consent—Probably the most important reason for little and slow change, however, is the point mentioned earlier: governmental inexperience.

Even administrators well versed in government operations at other than federal levels plunge into a veritable wonderland when they get to Washington. The fact that all three branches of the government are present in Washington—and playing politics along with the business of conducting the government—makes it absolutely essential that any administrator have a thorough knowledge of the government in all its ramifications as well as his own department or office. He'll spend half or more of his time on Capitol Hill defending or opposing legislation and appropriations, or answering questions on intimate details of his operation. He is subject to question (and if he's wise he'll answer at once and politely) by 537 members of Congress, as well as the Bureau of the Budget, the General Accounting Office, his own superiors, and the press, both general and specialized.

Net result, then, is that changes on educational policy out of Washington will be slow to appear, if they appear at all. ●

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Dage experience in educational TV, available through TRW's Educational Electronics Division, brings you many benefits beyond equipment planning and installation.

You'll discover many helpful ideas and techniques, for example, in "Television in Teaching," our latest publication. From a teacher's point of view, it discusses educational TV's potential, its contributions to teaching and efficiency . . . traces the steps in starting a program.

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...Specializes in the tough jobs!

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COMMUNICATIONS CLINIC

You Can Build a Better Press

GOOD RELATIONS with the local press don't come by chance.

They result from courage on the part of the educational executive to answer questions truthfully and to open his entire school operation—including the classrooms—to the newspaper reporter. They require that a board of education not insist on knowing every little thing before it appears in print. They require that a board permit the reporter to attend informal sessions if for no other purpose than to background himself.

Utopia? Not at all. It's the way the schools and the newspaper cooperate in my town, Saginaw, Michigan.

I attend the private conferences between Superintendent Charles Coulter and his principals, supervisors, and teachers. I'm present at informal board meetings, and if I enter the office when a school board member is talking with the superintendent I sit down and listen.

If anything happens in Saginaw affecting the schools, I hear about it first from Superintendent Coulter, not from the rumor mill.

A well-informed reporter means a well-informed public, and no other medium can present the school story better than the daily newspaper. It's the newspaper's job to get things right, and if a reporter is doing a poor job, is super-critical, is negative in his approach, then any ed. exec. is within his rights to have a talk with the editor.

Today's editors are emerging from the idea the school beat is the bottom rung on the editorial ladder. Let's not kid ourselves, schools are the biggest local tax users in almost any community, and all editors are interested in how tax money is spent. Besides, school news right now is prime reader interest, and the school man who doesn't take advantage of it or botches the job is the loser.

And there are school men who do botch the job. Some become suspicious when a reporter comes around asking questions. Some, perhaps out of necessity, write their own news for the local weekly or small daily. Before trying this, they should take a short course in news writing; some miss the point of news entirely, or are so jealous of their essays they resent it when the paper trims their offerings to fit space. It would be better, in many instances, for them to call on the local paper and report the news verbally.

Any superintendent in an area served by a paper large enough to have a reporter responsible for school news should make a point of contacting the reporter when he thinks he has a news story. This is especially incumbent on suburban school districts around a large city where there are just so many schools no one reporter can give all equal time and attention.

A superintendent in this position should recognize that the central city's district, with its greater number of children and problems, is going to receive the greater coverage. At the same time, these superintendents might be surprised at the willingness of a paper to accommodate them on stories if they would let the paper know they are willing to cooperate.

On the grudge list in any newspaper office is the superintendent who appears only when there's a bond issue to sell to the public but who clams up entirely when there's a controversy within his district. These superintendents, if they just realized, are not taking advantage of their best weapon—a strong statement in the local press, stating facts clearly and concisely. They forget one big fact: because they are school superintendents the public will listen to what they have to say.

The public is interested in colleges

By Stuart Gross, who reports on education for The Saginaw News, Saginaw, Mich.

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FOR OVERHEAD

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ALUMINUM TALLESCOPE

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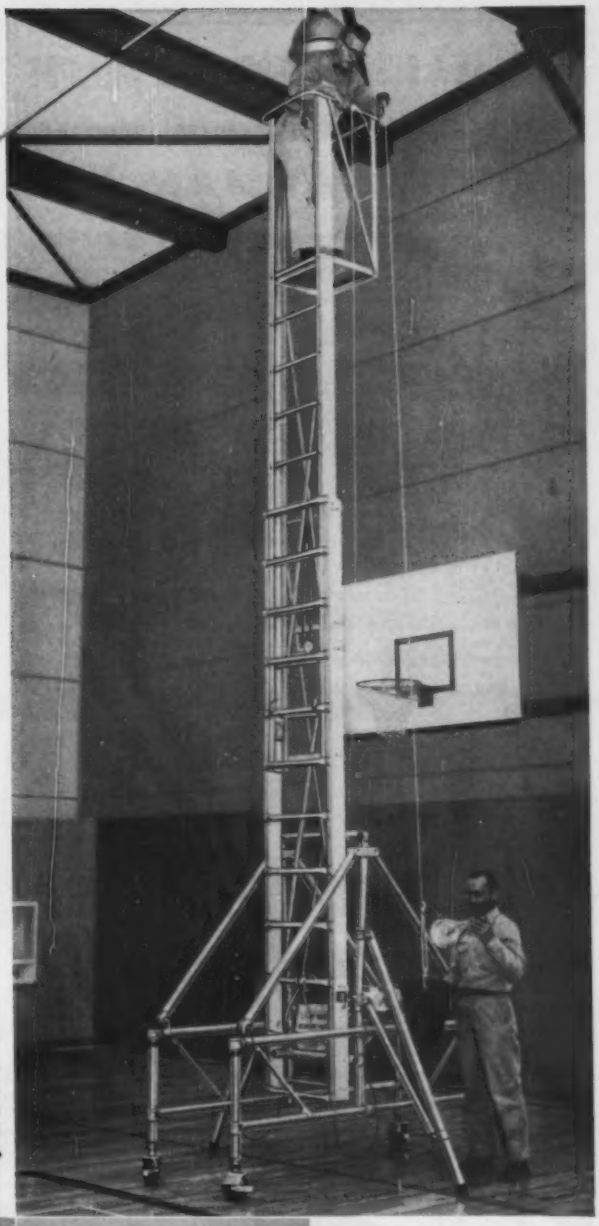

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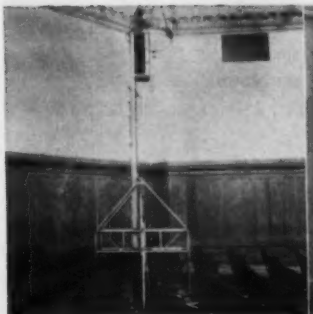
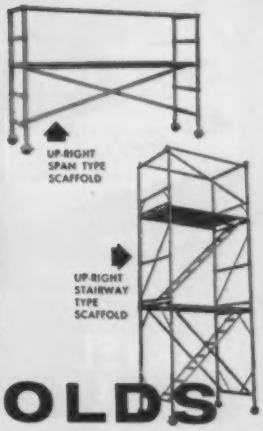


Bridges over auditorium seats. Note one-man operation.

Rolls through doorways. Telescopes and folds down; only 29" wide.

Separates easily into 3 components for convenient storage or transportation.



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WHY USE A SCREW WHERE A NAIL WILL DO?

(even classroom chemicals can cost too much)

There once was a fussy cabinet maker who built himself a house. Didn't use a single nail. Put it all together with screws. Expensive *brass* screws at that. Naturally, nails were all he needed. But pride and habit raised his cost.

The same with teaching chemistry. There is no experiment or demonstration in any chemistry book that cannot be duplicated with *commercial grade chemicals*. They work as well . . . cost considerably less than the analytical grades commonly used.

Take U.S.P. (99.6%) Potassium Iodide, for example. While most catalogs list it at $4.20 per pound, at Leslie Laboratories it costs $2.77. "Quite a savings you say." But the difference is even greater when measured against the normal cost of $5.20 per pound for analytical grades.

Leslies' Catalog lists over 150 other chemicals at excellent savings. Write for your free copy today.

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SEATS & BACKS

for worn or damaged school & auditorium seating, or

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TOPS & TABLET ARMS

for school furniture

ANY SIZE! ANY STYLE! ANY SHAPE!

Write for complete details and our specifications

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HERE'S WHY . . . POPCORN BELONGS IN EVERY SCHOOL

Thousands of schools at every level now own popcorn poppers. You should see to it that your schools have Popcorn, too. Here are just a few of the many benefits that popcorn brings your students and the school community.

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Capacity per hr.: 100 dime sales 8.00 profit. Price $199.00 Other models up to 300 sales per hour.

See to it that your students get all these benefits. School systems can buy on no money down; pay out of profits as they are earned. Student groups run the operation. Sales opportunities are plentiful. Start the ball rolling now.

School Popcorn Division

GOLD MEDAL PRODUCTS COMPANY

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World's largest manufacturer of counter model poppers.

Write now for details on poppers, brochure on school popcorn sales, and free wholesale catalog.

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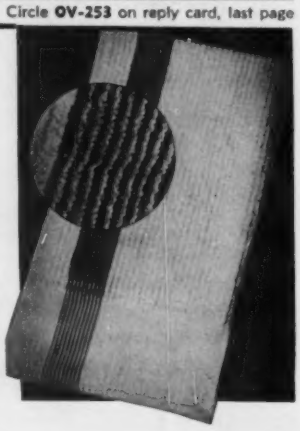
Quality and service that reduce cost to the lowest are yours with McArthur's performance - plus Super - Gym and Super - Turk School Towels. Woven of the best long staple, triple - twisted two-ply yarns . . . full 20" x 40" shrunk size to eliminate strain in use. They're the longest wearing, lowest cost-per-use towels on the market. There's a McArthur Towel for every requirement — with a complete price range starting at $5.25 per dozen. Write for information.



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McARTHUR GYM TOWELS

fully as much as public schools. They want to know, "Will there be room for my child? And if so what's the chance of his success in college? How must he prepare in high school?"

Colleges, big and small, are turning out an ever increasing volume of publicity, as if they are competing for newspaper space. Unfortunately, much of it is inconsequential and of no interest to a newspaper a hundred miles away.

This may come as surprise to some college presidents, but newspapers don't relish getting a complete speech in the mail—all ten to twelve pages of it—especially when that college is out of the newspaper's circulation area. If what the president is saying is really important, the wire services will pick it up and give it the play it deserves.

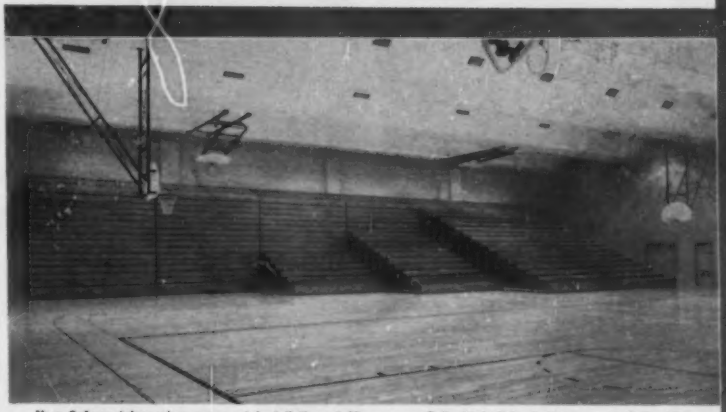
Colleges could save themselves a lot of money if they realized one simple facet of newspapers—local news is gathered locally by reporters, State or national news comes in on the wire, if it's important enough. And much the colleges put out isn't that important.

One exception is items about local students. But here, some colleges are an irritation. Few papers will go to the trouble of sending tearsheets of every item mentioning a college's name. To get around this, some colleges inform the parents they have given a story about their children to the paper—and will they send a tearsheet? Maybe the item was thrown away. But the parents start calling the paper demanding it be printed, and get angry when they are refused.

There's no easy road to press relations that are workable and advantageous to anyone. But whatever road is being followed, it'll get bumpy when a superintendent or a college exerts pressure to use a story, and use it on Page One. Newspapers consider themselves good judges of news. They're quite willing to let the educators do their work, but expect them, in return, to let the newspapers decide how to treat the news. ●

Circle OV-254 on reply card, last page

this 18-row telescoping gym seat installation is operated MANUALLY



New Safway telescoping gym seat installation at Menomonee Falls High School, Menomonee Falls, Wis.; architects—Kloppenburg & Kloppenburg, Milwaukee. Seating set-up shown is duplicated on the opposite side of the gym (total capacity 2,370).

SAFWAY

TELESCOPING GYM SEATS

quickly opened to any required number of rows or closed to clear the floor

EASY OPERATION of Safway telescoping gym seats means *lower handling costs* every time you change your set-up. With Safway's straight-line tracking, manual operation is practical for most installations—even the big 18-row bleacher shown above.

Other Safway features are extra-large wheels, non-sticking nylon glides, fewer moving parts and less metal-to-metal friction.

SPECTATOR COMFORT—Ample foot and knee room; inclined seats; good view.

COMPLETE SAFETY—For spectators, gym users and maintenance personnel.

FLOOR PROTECTION—Wheels roll in separate tracks to prevent grooving.

GOOD LOOKS—Seats nest into a vertical cabinet. Rich Golden Oak finish.

COMPLETE LINE—Recessed, wall-attached and portable types.

MOTORIZED OPERATION—Available for larger installations if desired.

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SAFWAY

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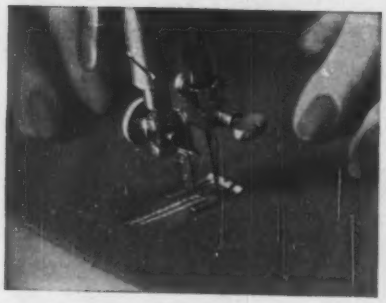
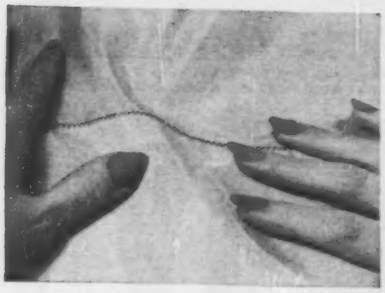
9 reasons why a sewing course is incomplete without a *SLANT-O-MATIC* machine



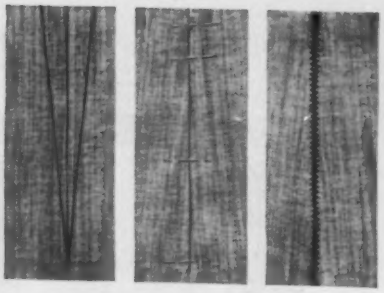
BUTTONHOLES

OVERCASTING

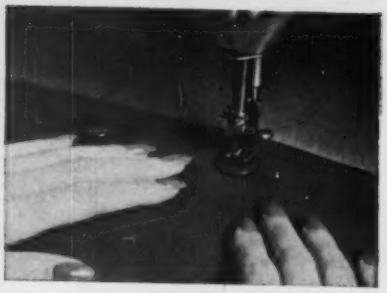
APPLYING ELASTIC



LINGERIE SEAMS

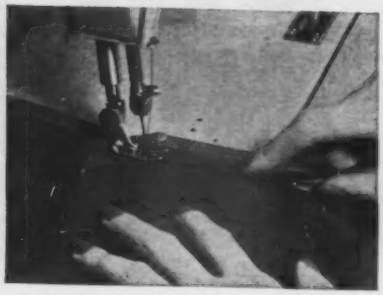


INTERFACING DART

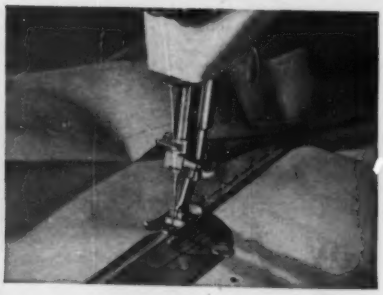


SEWING ON BUTTONS

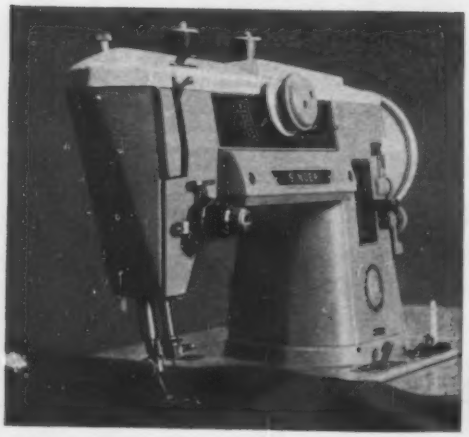
DECORATIVE WORK



ATTACHING TAPE TO HEM



BLIND STITCHED HEMS



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NEWS ROUND-UP

NOVEMBER 1960 OVERVIEW VOL. 1, NO. 11

Wide World

An Historic Campaign; Education Becomes Key Issue For First Time

After an intensive campaign by both candidates, one fact has emerged stronger than ever from the 1960 presidential election: Education became a major issue. In no other presidential campaign in our history has as much attention been focused on America's schools.

The new administration will be more completely "on record" in educational matters than any previous administration prior to inauguration. Hence, every educator has a responsibility to see that campaign words are turned into administration deeds. For an overview of these words, see the stories below.

Kennedy For More Federal Aid

"I do not think that one can define the precise limits to federal assistance in an area as fluid and demanding as education," Sen. John F. Kennedy told OVERVIEW. However, the Democratic presidential nominee did say that "school construction is of the first importance."

Kennedy espoused a plan whereby the Federal Government would make direct grants to the states. The money would be used for either school construction or teachers' salaries—at the discretion of the individual state. Kennedy stipulated that assistance should go only to public schools. The Massachusetts senator pointed to constitutional barriers that prevent aid from going to private and parochial schools.

Kennedy has, however, supported the college housing and classroom loan program which offers help to all institutions of higher education.

The Senator also believes in the wisdom of scholarship and loan programs by which the Federal Government can make direct awards to individual students.

"School construction seems to me to be of first priority, but I do not feel it should be the sole beneficiary of federal assistance," said Kennedy, explaining why he favored the Clark amendment in this year's education bill. The amendment, defeated earlier by Vice President Nixon's tie-breaking vote, would have given states the option of using federal money for teacher salaries.

The Democratic nominee reiterated this stand in his first television debate with Nixon: "I think we're going to have to do it. It's a good investment." As long as the decision on how to spend the money is left to the states, Kennedy doesn't believe the Federal Government would exercise control over the classroom teacher.

Referring to the problem of spreading the tax base more equitably, Kennedy said in his television debate that to keep the burden solely on the property tax, "which is already strained in many of our communities," would insure that many students will not be adequately educated and that many teachers will not be adequately compensated. Taxes have been raised almost to the point of diminishing returns in order to sustain our schools, Kennedy said.

Stressing the importance of federal responsibility, Senator Kennedy declared, "There is no greater return to an economy or to a society than an educational system second to none."

Nixon Calls for Local Responsibility

Vice President Richard M. Nixon held a more limited view of federal responsibility for education than did his democratic opponent. "I believe that education is and should remain primarily a local and state responsibility," he told OVERVIEW in July. Throughout the campaign, Nixon held this position.

Nixon is opposed to any federal action that would undermine local responsibility. "The moment we put the primary responsibility for financing education, or even a very substantial part of it, at the federal level, we are going to run serious risks of impairing local responsibility, and we are also going to run the risk of federal controls," the Vice President said.

Nixon contends that if we are to avoid federal control of education—that is, if we keep control at the local level—we must also have local responsibility. He called for more local action, charging citizens to view real-

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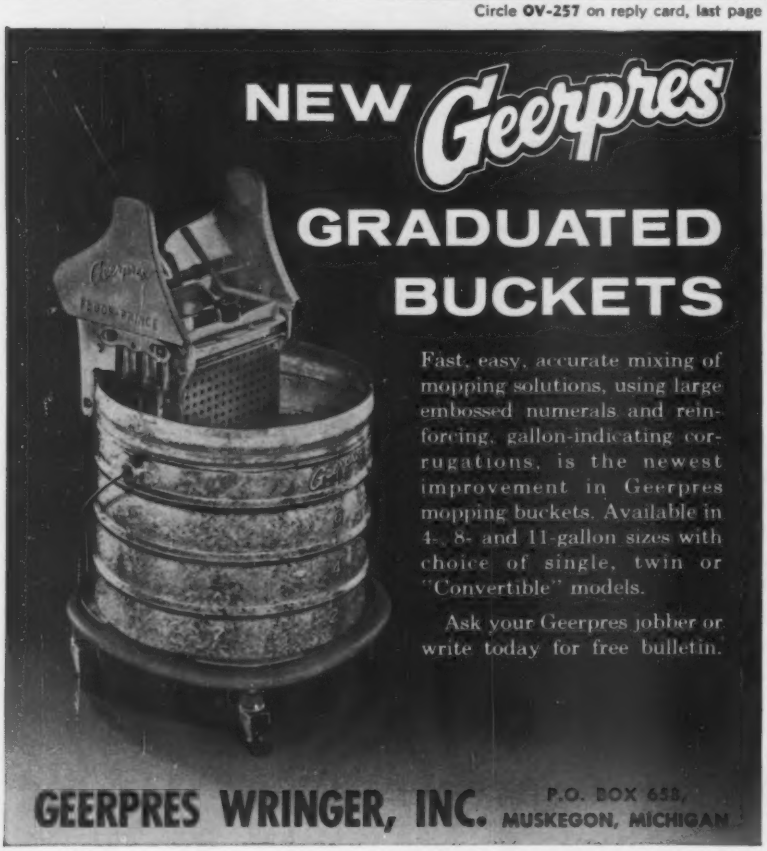
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News Round-up (continued)

istically their teacher salary scales, adequacy of classrooms, and overall school standards, and then take whatever action is necessary to bring these up to proper standards.

The GOP contender believed "there is no more important problem" in American education than raising the level of teachers' salaries, and giving our teachers the recognition they deserve. Nevertheless, Nixon is unequivocally opposed to federal support for raising salaries. "I do not believe the way to get more salaries for teachers is to have the Federal Government get in with a massive program," he explained in the first TV debate. "My objection here is not the cost in dollars," he said. "It is the potential cost in control and eventual freedom by giving the Federal Government power over education—and that is the greatest power."

The Vice President is convinced the government should limit its aid to loans or grants for school construction. By making funds available for construction, Nixon pointed out, other funds could be diverted from construction to teachers' pay. "That's the best way to aid our schools without running any risk whatever of the Federal Government telling our teachers what to teach."

At the college level, Nixon supports federal scholarship and loan programs for science and engineering students, but feels it's up to the individual schools to provide such funds for students in the arts and humanities. He also favors an expanded program of federal grants and loans to colleges for construction of housing and classroom facilities, which would enable colleges to take better care of teachers and provide more help for students through scholarships.

Bonds Booming

From all indications, November is going to be a banner month for school bond elections. Latest figures from the Investment Bankers Association in Washington show a record high of $1.5 billion of all types of

municipal improvement bond elections scheduled for the month.

Education issues, which account for more than half a billion dollars of this total, have been winning widespread voter approval and indications are that the November results will continue in this pattern.

Voters approved $1.3 billion in new bond authorizations during the second quarter of 1959, or 83.6 percent by value of the bonds presented. This marks a record volume for approvals in a second quarter, notes the IBA, and is 80 per cent higher than the total approved during the second quarter of 1959.

Of greatest significance was the sharp rise in school bond approvals. During this year's second quarter, $684 million in bonds for elementary and secondary schools was approved. The total is 33 percent greater than the figure for the same three months of 1959. The approval ratio for school bonds was also higher this year—80.5 percent by value as compared with 78.4 percent during last year's second quarter.

Computer Education

A new type of school to teach data processing has been opened in New York City by International Business Machines Corporation's Systems Research Institute. It is the first industry-sponsored graduate school to educate people for advanced professional work in data processing systems engineering.

Thirty-five top IBM computer systems specialists from the U. S., Great Britain, Germany, and Canada reported on the opening day. The Institute expects to graduate more than a thousand students during the next five years. IBM plans to invest about $2 million annually to train up to four hundred people a year at the Institute.

Meanwhile, participants attending a conference on the use of computers in undergraduate education were reminded that computers were revolutionizing the world, and as such, courses in their appreciation should be made available to all college students. Prof. R. W. Hamming, of Bell Laboratories and Stanford Uni-

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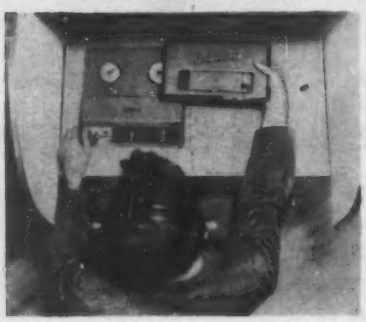

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News Round-up (continued)

versity, speaking at the University of Michigan, said that such courses could be presented as music appreciation courses are.

At Massachusetts Institute of Technology, it was reported that more than two thousand students and faculty members of thirty-two New England colleges have learned how to use one of the world's largest high-speed digital computers since the MIT Computation Center was opened in June, 1957.

Among the many schools establishing new computer centers, Case Institute of Technology in Cleveland has just announced the purchase of an electronic data processing system which cost several hundred thousand dollars. The Datatron 220, with a five thousand word memory, will be used in Case's $2.5 million Computing Center.

All in Vain

Despite the fact that no education legislation was passed by Congress this year, the biggest spending lobby group in Washington was supporting passage of a federal aid to education bill.

The National Education Association spent $77,913 in the first half of 1960 in a vain effort to get a school aid bill passed. (Spending by 255 pressure groups was reported in the *Congressional Quarterly* as required by federal law. In all, lobbies reported spending $1.8 million in the first six months of the year to influence members of Congress.)

The NEA's spending surpassed the runner-up AFL-CIO (13,500,000 members) by more than $15,000. Other heavy spenders: International Brotherhood of Teamsters, American Farm Bureau Federation, National Federation of Post Office Clerks, and American Medical Association.

NEA spending represents more than a $20,000 increase over its spending for the first half of 1959.

Although lobby groups are required to report their spending, no enforcement agency has ever been established. As a result, by deadline some groups active on Capitol Hill

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had not submitted figures. Among these: American Legion, National Association for the Advancement of Colored People. Still other organizations, such as the National Association of Manufacturers and the Veterans of Foreign Wars, do not file spending reports at all on the grounds that their principal purpose is not lobbying.

Holding Power

Nebraska is studying a state scholarship program to attract more capable students into teaching careers and to keep them in the state after graduation. Dr. Freeman Decker, state commissioner of education, proposed the plan to the state board in an attempt to solve Nebraska's teacher shortage.

The scholarship program would be based on a similar plan in effect in Virginia since 1947. This provides prospective teachers with $350 a year for college, smaller amounts for summer school. The teacher must then remain in the state and teach for each year of scholarship aid, or pay back the scholarship at three percent interest.

The Nebraska board gave Decker permission to draft such a plan for the next session of the legislature. Finding a way to finance the program is the biggest problem now confronting Decker.

Virginia reports that the plan has played "a major role in encouraging capable students to enter the teaching profession in the state and in assisting those already teaching to qualify in subject areas where shortages exist."

Off Relief

The many forms that education can assume was demonstrated in a recent Cincinnati cooperative undertaking. Involved were a labor union, a hotel association, and the county welfare department.

Thirty-nine men and women were selected from the relief roles and given an eighty-hour training course to prepare them for work as maids or housemen in local hotels. Sixteen were assured of jobs at the close of the course; all are expected to be drawing hotel paychecks within a few weeks.

Instead of getting relief checks averaging about $85, they now stand to earn better than $190 a month —with corresponding relief to the taxpayers.

The classes were arranged with the help of the U. S. Bureau of Apprenticeship and Training and of a local high school. The hotel association provided instruction through a retired housekeeping supervisor.

Drastic Departure

In a drastic departure from previous policy, the Ford Foundation has begun a special program in education with unrestricted grants of $46 million to five private universities. Each of the institutions will be free to spend the money with no restrictions imposed by the Foundation.

Up to now the Foundation has selected certain aspects of education and made gifts to support projects in

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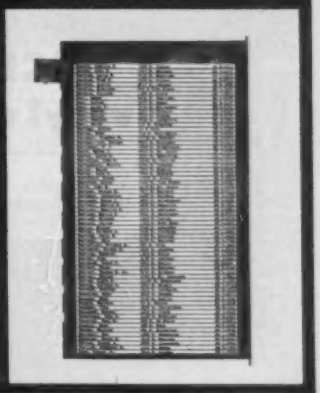

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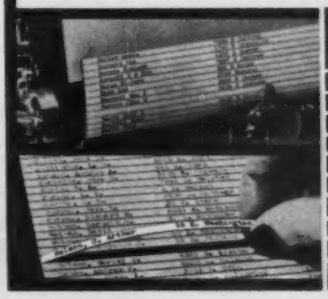

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this area. Some educators have criticized the foundation for "controlling" education by this method.

Recipients of the latest grants will be required to match the gifts with $117 million raised from other private sources. The five universities are Stanford, Johns Hopkins, Notre Dame, Vanderbilt, and University of Denver. The Foundation hopes to expand the program to other private colleges or universities at a later time.

Grants will be used for such diverse purposes as faculty salaries, buildings, undergraduate honors programs, student scholarships, and library acquisitions. Dr. Henry T. Heald, Foundation president, said the objective was "to assist institutions in different regions of the country to reach and sustain a wholly new level of academic excellence, administrative effectiveness, and financial support."

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Training On Wheels

An unusual laboratory on wheels took to the roads in Colorado last month to give elementary and junior high school teachers of mathematics and science a better understanding of their subjects.

The Mobilab, part of the state board of education's in-service training program, will be particularly effective in familiarizing teachers with new equipment purchased through the National Defense Education Act. Although the Act provides money to buy needed equipment, many elementary and junior high teachers have not taken full advantage of this opportunity because of new and strange equipment.

The Mobilab, a thirty-two-foot laboratory on wheels, is an actual working classroom with twelve workbenches. It carries a science and mathematics curriculum, a reference library, and a small film library. It can also be quickly converted into a learning laboratory.

The Mobilab will visit each area three times a year for three-day visits. Teachers will be given released time for the training. On each visit they will put in three hours a day for the three days, or a total of twenty-seven hours of study by the end of the school year.

Soviet Tools

A charge of "racial discrimination and threats" has been leveled against the Soviet Union by three African students who had been studying at the University of Moscow. Interviewed in Frankfurt, Germany, on their way home, the trio said they and scores of other African students are leaving Moscow "disgusted at Communist pressure."

The charges came as a surprise to Western observers because Russia has been actively wooing Asian and African students to study in the country.

"We left—and others are leaving—because of constant discrimination, threats, restrictions on our freedom, and even brutalities," one of the students stated. "Students from all over Africa and the Near East are finding in Moscow that they are merely be-

ing used as tools of agents of Soviet power politics. One hundred and fifty students left last year and scores are leaving this year," they agreed.

The three, who were medical students in Moscow the past three years, claimed they were acting for a majority of the 75 to 90 African students still at Moscow University.

Only as Strong . . .

Elementary schools will be accredited for the first time this fall by the Southern Association of Colleges and Secondary Schools. Speaking for the group, Dr. Harold Drummond said, "The Southern Association is the only accrediting agency in the U. S., and probably anywhere, which has recognized officially that good elementary schools are a necessity if good high schools and good colleges are to follow."

The program of affiliation for elementary schools which got underway in 1952 emphasizes school improvement through self study by faculty and administrators working on a problem of their own choosing. It also stresses sharing of ideas, methods, and materials with other participating schools.

Approximately one hundred Tennessee elementary schools participated last year in such varied areas as guidance, discipline, grouping, reporting, and all subject-matter areas. To be accredited a school must engage in an improvement program for one year and meet certain other standards.

Books: Who Was Who

Mergers in the publishing industry continue at a rapid pace. Harcourt, Brace & Co., Inc., has announced plans to merge with World Book Co. into a new concern—Harcourt, Brace & World, Inc.,—that will rank as one of the nation's biggest book publishers.

Harcourt, Brace ranks as one of the largest high school and college textbook publishers in the country. World puts out elementary textbooks and educational tests, including the Stanford Achievement Test.

Combined sales in 1961 are ex-

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In another merger this month, Random House, Inc., agreed to buy L. W. Singer Co., Inc., of Syracuse, N. Y., publisher of elementary and high school texts. It was the firm's third major acquisition in the last six months.

Random House had earlier acquired Alfred A. Knopf, Inc., and Beginner Books. Sales in the next fiscal year are expected to reach $22 million.

A third major publisher, Prentice-Hall, Inc., revealed that earnings for 1960 are running seventeen percent ahead of last year for a new company record. Primary reason for the company's growth, says John D. Powers, P-H president, is the concentration of fifty percent of its sales in the textbook business.

Because of increased school enrollments and the need to update books more rapidly, textbooks sales have nearly tripled since 1948—to an estimated $325 million last year.

Prentice-Hall, a large publisher of college texts, expects to *double* its business in the next ten years.

Meanwhile, Russian and Communist Chinese publishers, underselling Western publishers, have managed to carve out a portion of the book trade in neutral Asian countries for themselves. Typical are English language pamphlets and books from Peiking's foreign language press which can be found in quantity at low prices in most of Rangoon's book stores.

Important Aid

The nation's business and industry are continuing to realize the importance of their financial and moral support to the well-being of a sound educational system.

Last month Procter & Gamble announced gifts totaling more than $1 million to American colleges and universities. The gifts include $200,000 in direct, unrestricted grants to ten leading independent universities.

Contributions also include $112,500 to forty state and regional associations of small and medium-sized colleges, and scholarship payments of $485,000 to support two hundred and forty P&G scholarship holders now in school.

Elsewhere, employee support of all non-profit education from kindergarten through university graduate schools is being encouraged by Pitney-Bowes, Inc. The company will match an employee's contribution to any recognized school, public or private, as well as to any college.

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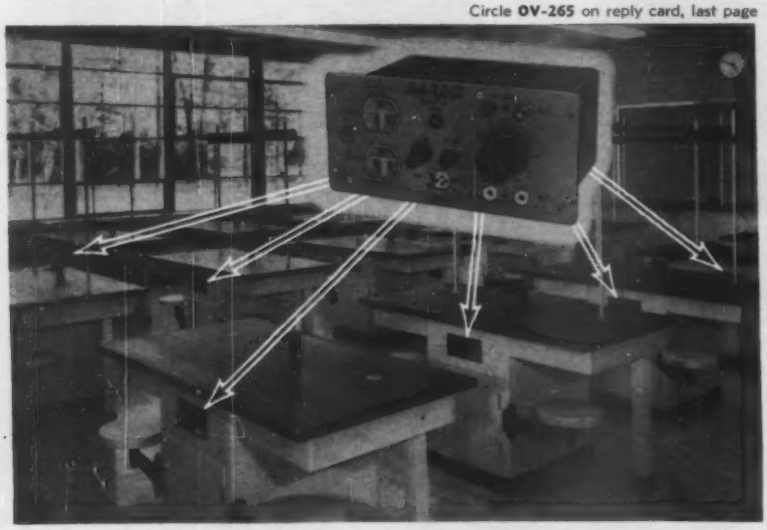

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A December Highlight:

WHO'S WHO IN CONGRESS?

Names, pictures, and thumbnail biographies of the key men in Congress . . . How they can affect educational bills during the next two years . . . Information you must have to evaluate the 87th Congress. Look for it in

OVERVIEW

Russian Gains

Russian language study in secondary schools and colleges has made substantial gains since the launching of the first Russian sputnik in 1957. The number of colleges offering Russian is up from 175 to 480.

On the secondary level, the number of Russian courses jumped from eighteen to between five and six hundred, attended by over four thousand students. More than fifty systems also offer Russian on the elementary level, usually after regular school hours.

The American's fear of the difficulty of Russian is a strong deterrent to students in this country, say Slavic language experts. They add, however, that these fears are exaggerated and argue that in many ways the grammatical structure of Russian is simpler than that of Latin.

Quote/Unquote

"Preparation for a career in business today requires much more than narrow vocational training. It must encompass much of the best thinking, past and present, that our system of higher education can offer. . . . The business leader of today, and certainly of tomorrow, must be equipped with broad ideas and concepts. He must be able to deal effectively with much larger issues than those involved in management of a business."—*Ernest R. Breech, Chairman of the Board, Ford Motor Company.*

"We need to recognize . . . that the Federal Government is the most economical tax collector we have; local government is the most wasteful. Moreover, in today's economy, many of our tax resources are not available to local and state governments. Only through federal funds can any part of these resources be used for educational purposes."—*Roald F. Campbell, Director, Midwest Administration Center, University of Chicago.* •

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1. The names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, Donald V. Buttenheim, 470 Park Ave. S., New York 16; Editor, Archibald B. Shaw, 470 Park Ave. S., New York 16; Managing editor, Theodore O. Cron, 470 Park Ave. S., New York 16.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

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Donald V. Buttenheim (*Signature of publisher*)

Sworn to and subscribed before me this 27 day of September, 1960.

Gertrude E. Bauer, *Notary Public*, State of New York, No. 41-0192115, Queens County, Cert. filed in New York County, Term expires March 30, 1961.

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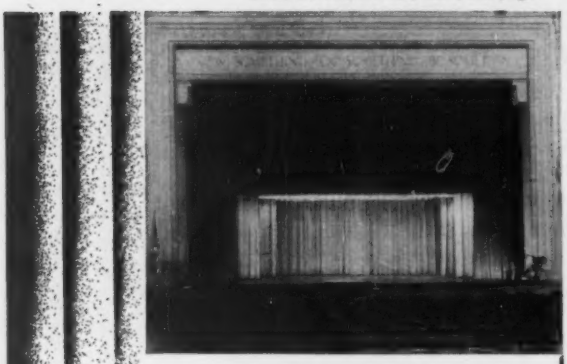

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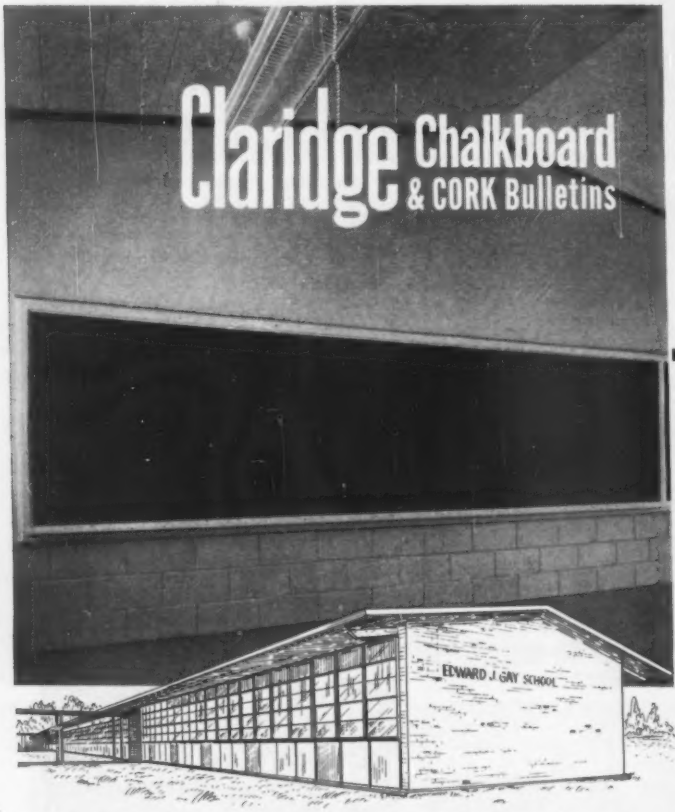

Edward J. Gay School, Plaquemine, La. Architects: Post Harelson, Baton Rouge, L-

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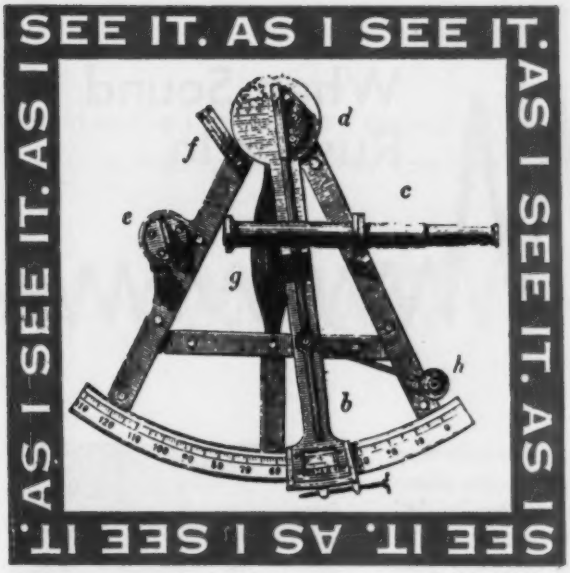

A National System of Education

Walter D. Cocking comments on the current scene

THE UNITED STATES is inexorably moving toward a national system of education. By the end of the twentieth century we should be far along the road toward this goal. There will be much travail, dissension, and heated debate concerning the wisdom of traveling this road. There will be many regrets, many cherished viewpoints which will have to be given up or changed. For instance, the long held views that education is largely a personal concern and that educational policy should be made by local units of government will have to go. The growing dependence of the nation upon education will tip the scales overwhelmingly for a national system of education.

There are many reasons for this shift toward a national educational system: (1) the unending increase in population, (2) the ever growing technology and industrialization, and (3) the growing dependence upon education as an important instrument of foreign policy.

The population explosion is probably the outstanding phenomenon of the twentieth century. It took the world two hundred thousand years to reach a total population of 2.7 billions. It is predicted that in thirty years, another two billions will be added to the population total. In the United States it is predicted that the present one hundred eighty million population will increase to well over two hundred million by the close of the century. If this greatly increased population is to be well fed, well housed, and well clothed; if it is to be capable of self-government; if each individual is to have dignity, then education has to be the chief factor in these accomplishments. Such a task cannot safely be left to the vagaries of forty thousand local school districts and fifty state educational systems. It demands the unified and coordinated effort which can only be had from a national system of education operating under authorized control.

Another outstanding circumstance of the twentieth century has been the vast development of technology and our increased industrialization. The need for unskilled labor is rapidly disappearing. Even the need for semi-skilled workers is greatly reduced. The machine has made them unnecessary, and at the same time has stepped up output and improved efficiency. The need for skilled workmen and technicians has grown and will continue, resulting in less work opportunity for the uneducated.

Finally we come to a consideration of education as an instrument of foreign policy. The growth of new nations, the upsurge of peoples in the underdeveloped areas of the world, the contest of ideologies for supremacy, the struggle by all peoples for freedom, the effort of all men to have their individual dignity recognized by their fellow men—all these and more have of necessity placed a great demand upon education. The United States must help, not for selfish reasons or to gain an advantage, but rather because these are the things for which Americans stand, which they believe, and to which America is dedicated.

Education of our own people, and unselfish assistance to the peoples of other lands in their efforts to provide good education is and must be our primary policy in international relations of the future. If education is to be so used it has to be national in concept and national in action.

As I see it, then, the national welfare demands a national system of education. The growing complexity of national and international problems which require solution makes mandatory a high degree of educational efficiency which can only be achieved by making education a national enterprise. ●

When Sound Rushes In . . .

RUBBER MOUNTED CERAMIC FLOORING

The beauty of ceramic tile, the ease of installing 9″ squares, and the resilience of a rubber backing are

combined in an interesting new product called Ceramaflex. Low installation costs and minimum maintenance make this product particularly appealing to schools. High slip resistance is another plus feature.

The rubber grid backing, which reduces foot traffic noises, also serves as an insulator against cold, heat, and electric shock. The tile colors never wear through and a beautiful array of designs is available that will add interest to any decor. U. S. Ceramic Tile Co., Ceramaflex Div., 217 4 St., N.E., Canton 2, Ohio.

Circle **OV-301** on reply card, last page

VINYL CARPET

A durable new vinyl carpet, made to resemble a deep pile rug, deadens footfalls and provides an attractive floor covering both indoors and outdoors. Made in eight sunfast colors, the carpet is weatherproof, mildewproof, markproof and fire resistant. It won't water spot and is impervious to dampness, mold, moths, etc. Cleaning is simple, either with soap and water, a detergent, a rug shampoo or a vacuum cleaner. In 54″ widths. U. S. Rubber Co., 1230 Avenue of the Americas, New York 20, N.Y.

Circle **OV-302** on reply card, last page

LIGHTING PLUS SOUND CONDITIONING

Smithcraft's new Sonolume ceiling system combines the efficiency of

direct open illumination with the comfort of diffused illumination and offers sound absorption "built-in" to the shielding media. Shielded by corrugated Contrex Soundsheet, the system has a noise control coefficient of .70. Up to 200 foot-candles of illumination are delivered.

The system consists of 8′ × 6′ modular units, only 7″ deep. No cavity depth is required and the units may be installed either flush to the ceiling or pendant-mounted by any conventional method. Lamp replacement is possible without removing the shielding. Smithcraft Corp., Chelsea 50, Mass.

Circle **OV-303** on reply card, last page

ACOUSTICAL CEILING TILE

Armstrong's Acoustical Fire Guard ceiling tile provides not only the usual sound deadening features but

also four-hour protection against flames and the transmission of heat, when combined with a cellular steel deck and a 2½″ concrete floor assembly. With a noise-reduction coefficient of .70, the material has the same high sound-absorption as regular incombustible acoustical tiles. Fire Guard is available in three attractive surface designs: Fissured, Classic, and Full Random. Armstrong Cork Co., Lancaster, Pa.

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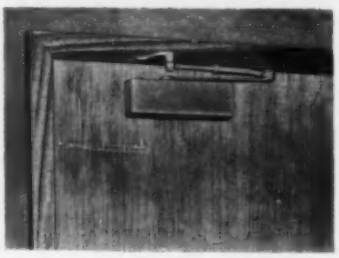
DOOR CLOSERS

Doors that really close are important to the sound barrier picture. The new Norton Series 7000 closer is a full rack-and-pinion hydraulic op-



erating model that projects less than 2″ from the surface of the door. This closer is contained in an aluminum shell and is enclosed with a remov-

you can muffle it or create a barrier . . .
these products tell you how

THIS MONTH'S PRODUCT PREVIEW

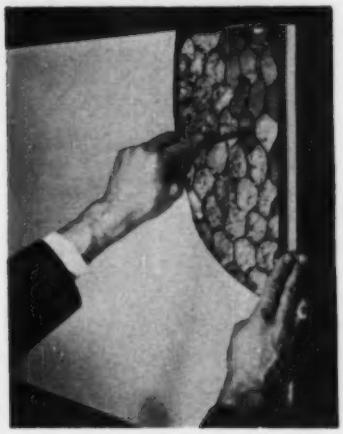
able steel cover that can be painted to match or contrast with the building decor. Designed for interior or exterior installations.

Available with regular arms, parallel arms, holder arms, or fusible link holder arms for either right or left hand doors. Dual controls permit a wide range of regulation for both closing and latch speeds. Norton Door Closer Co., Information Dept., Berrien Springs, Mich.

Circle **OV-305** on reply card, last page

CEILING PANELS

Room-to-room sound transmission is reduced by a low-cost, easy-to-maintain metal acoustical ceiling



panel called Soundlock. The lightweight panels absorb sound with vertical honeycomb cells filled with fibrous glass. Cells are adhered to a solid back surface and a perforated face surface. A textured flat baked-on white enamel provides excellent light reflection and assures easy cleaning. Standard panels are 2′ × 4′ × 1″ and special panels are available in sizes up to 2′ × 6′. The Kemp Corp., Engineering Offices, 124 S. Woodward, Birmingham, Mich.

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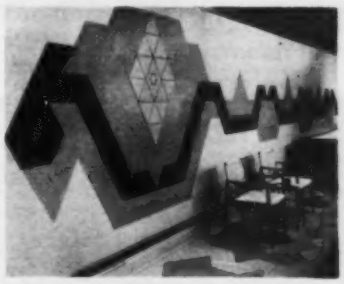
CORK FOR WALLS, FLOORS

Color-Cork, a newcomer to the decorating scene, not only acts as a sound conditioner but reduces fatigue



where it is used underfoot and has unlimited design possibilities for walls. Offered in 16 colors, it comes in both rolls and squares. The rolls can be ordered in widths up to 78″ and lengths up to 90′; the tiles in various shapes and sizes from 6″ squares up. Free-form designs in any of the 16 colors can be cut into the background color.

Application is simple, using standard adhesives. Color-Cork is water and stain resistant and is easily cleaned with soap and water. Gotham Materials, Inc., New Rochelle, N. Y.

Circle **OV-307** on reply card, last page

SOUND ABSORBING WALL FABRICS

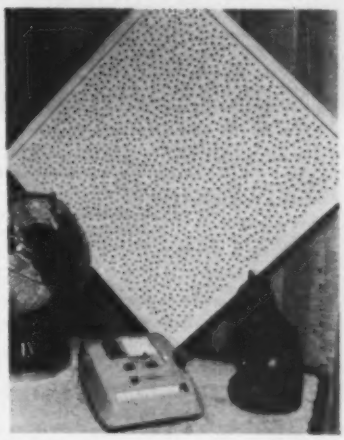
By means of a new laminating process, fabrics of cotton, rayon, silk, synthetics, woven krafts, and burlaps can be backed with sound absorbent vinyl foam up to ¼″ thick. The net result is a wall-covering material that retains all the decorative interest of the surface fabric while adding the sound reduction qualities of the backing.

The new acoustical wallcovering can be applied with any standard cellulose paste or tacked or stapled directly to the wall. The backing provides a multicellular sound cushion which is self-sealing; tack marks will not show on the outer surface. B. F. Ruskin & Co., 1410 Wood Road, New York 62, N.Y.

Circle **OV-308** on reply card, last page

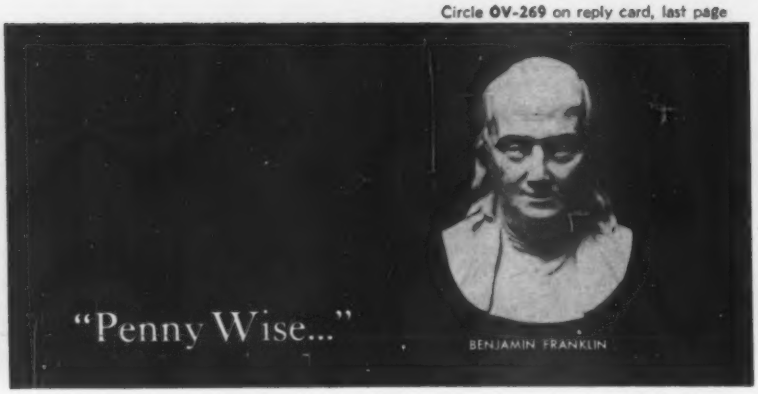
PEG-BOARD PANELS

Masonite Peg-Board Panels are obtainable with a sound absorbing backing for use on walls, partitions,



baffles, ceilings. The combination of a hard, tough, dent-resistant perforated surface plus good sound absorbing qualities make this type of construction highly desirable in gym-

Circle OV-269 on reply card, last page



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Franklin's sage advice was never more appropriate than today. Now there is more reason than ever to install chalkboards that will give decades of service . . . Keystone American chalkboards! They actually cost *less*, when all factors are considered. Even after 50 years of service many Keystone American boards are still in service, in new and remodeled schools.

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nasiums, auditoriums, music rooms, etc.

Readily painted with a roller, the surface may be washed repeatedly. Masonite Corp., Suite 2037, 111 W. Washington St., Chicago 2, Ill.

Circle OV-309 on reply card, last page

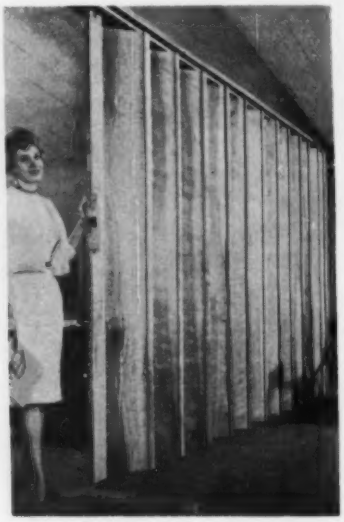
GYPSUM ACOUSTICAL CEILING TILE

This tile, perforated in full random pattern, is available in 24″ × 24″ units of ⅜″ thickness. Incombustible and reinforced with glass fibers, it comes in either flat or textured finish. The lay-in acoustical unit is designed for use with metal grid systems for suspended ceilings. It has a noise reduction coefficient of .70 and a .78 light reflection coefficient. Bestwall Gypsum Co., 120 E. Lancaster Ave., Ardmore, Pa.

Circle OV-310 on reply card, last page

FOLDING PARTITION

A folding partition that combines large panel dimensions of 10⅜″ × 1 1/16″ with the natural beauty of genuine wood veneers has been introduced by Rolscreen Co. Pella



Wood Folding Partitions can be installed as space dividers in openings of any width and heights up to 20′1″. Their massively dimensioned panels present a substantial decorative appearance that will look well in schools. Even the heaviest units glide easily and quietly on ball bearing rollers in a steel ceiling track. In

birch, walnut, ash, oak, Philippine mahogany and pine. Rolscreen Co., Pella, Iowa.

Circle **OV-311** on reply card, last page

ACOUSTICAL CEILING

A low-maintenance, completely accessible, metal acoustical ceiling may be quickly installed in either

new construction or remodelled buildings. Common furring channels are suspended from the structural or existing ceiling above, light Accesso channels are clipped to the furring, and the 12″ × 24″ enameled steel perforated pans are installed on the channels in a manner to conceal all suspension members. Incombustible sound absorbent pads are then laid within each pan unit.

All pans can be removed quickly to reach wiring, ducts, etc. Standard acoustical tile may be interchanged with the Metal Pan if desired. Accesso Ceiling Products, Inc., 3524 Bagley Ave., Seattle 3, Wash.

Circle **OV-312** on reply card, last page

MOVABLE PARTITIONS, PANELING

Nine different color-coordinated finishes are available for Workwall movable partitions and paneling. The five wood-grain finishes and the four pastel colors come in stain-resistant, plastic-finished Marlite. The partitions may be had in solid panels, half-glazed or full-glazed, accommodating any elevation from as low as 42″ to as high as 12′. Workwall Div., L. A. Darling Co., Bronson, Mich.

Circle **OV-313** on reply card, last page

LAMINATED SAFETY GLASS

An invisible sound barrier which helps to create quiet and privacy has been announced by Monsanto Chemical Co. The material consists of thin,

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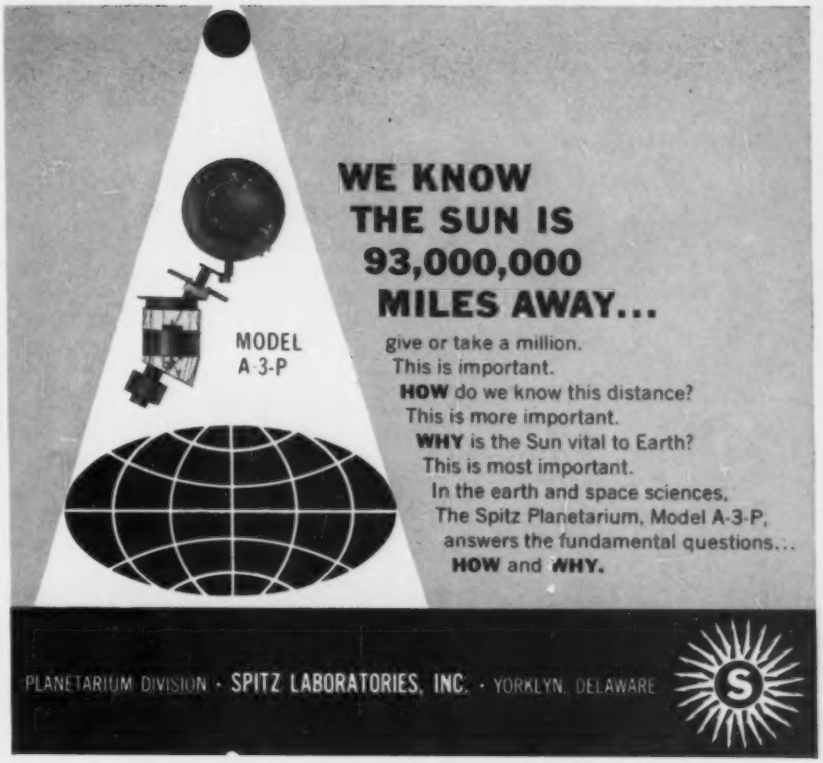

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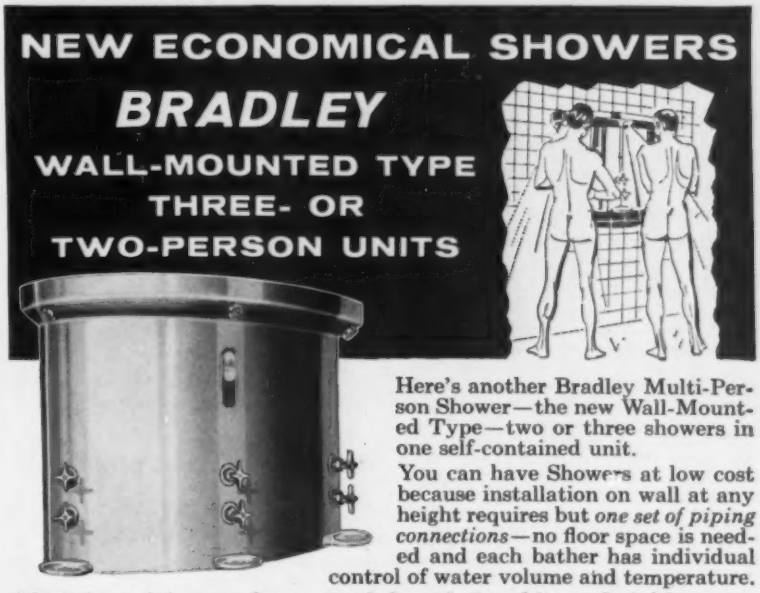
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WALL-MOUNTED TYPE
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multi-person showers
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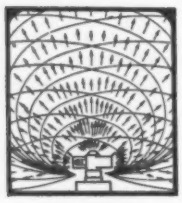

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transparent panels of a laminated safety glass, made with Saflex polyvinyl butyral plastic sheet. "Tuned" to be especially effective at frequencies of 1,000 to 4,000 cycles per second, the range of many vocal and mechanical sounds.

These glass panels are expected to find wide use as partitions, dividers, and window walls in schools. Monsanto Chemical Co., Plastics Div., Springfield, Mass.

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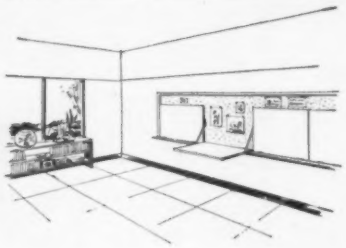
PANEL MATERIAL

Colorlith can be used as chalkboard, flat horizontal surfacing and for partitioning within and between



classrooms. This triple-duty material erases cleanly, resists abuse, will not chip, and is produced in shades that harmonize with modern school decor: brown, green, and charcoal grey as well as in white for projection screen use. Colorlith can be used as free-standing partitions, easel-reversible units, movable panels and convertible units combining table surface, tackboards, and chalkboards in a single, compact assembly. Johns-Manville, 22 E. 40 St., New York 16, N.Y.

Circle OV-315 on reply card, last page

SOUND CONDITIONING WITH CARPET

The Carpet Institute, Inc., of New York City has just compiled and released some very interesting information on the role of carpets and rugs in sound conditioning. For the first time, several scientific tests were conducted and the results are set forth in a new leaflet. A copy of the booklet will be sent by circling OV-316 on the reply card. Carpet Institute, Inc., New York, N. Y.

Circle OV-316 on reply card, last page

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Here's Your Bulletin Board

. . . To be converted to your special need

All the ingredients are at hand to produce the type and size of inside or outside announcement board, changeable letter directory, cork bulletin board, or chalkboard you want.

You have your choice of metals, frames, finishes, kinds and sizes of changeable letters — in fact, every element.

If it isn't in stock, or is to be of a special size or style, one can be made to order

Send for free illustrated folder of boards now available—or write what you may particularly need.

Please address Dept. 11-0.

Ask about our Resurfacing Service of restoring slate chalkboards after school hours. Amazing guarantee of satisfaction.

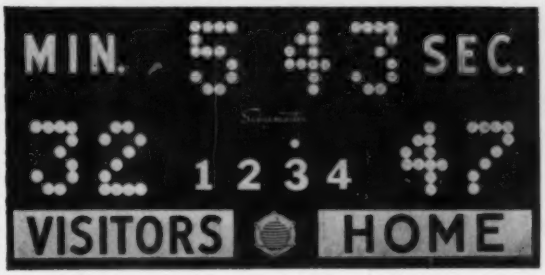
Individual award plaques with FADE-PROOF PHOTO on metal. Lasts forever. Write for descriptive literature.

Style RE-1. 2-face reversible green or black chalkboards, 3' x 5', 3'6" x 5', 4' x 6'. Solid oak floor stand with locking casters, if desired.

Circle OV-275 on reply card, last page

Scoremaster

MAXIMUM PERFORMANCE
MINIMUM MAINTENANCE



Model 250-6; 72" x 34" x 6" Overall; 5" Letters, 6½" x 10" Numbergrams

E-Z READ NUMBERGRAMS • TRANSLUCENT NAME PANELS
MULTI-COLORED LIGHTS • VIBRATOR HORN
TIME-OUT CLOCK (Optional) • FIVE BRILLIANT COLORS

Scoremaster Boards deliver the utmost in accuracy, readability, ease of installation and low maintenance. Plan NOW for Spectator Satisfaction by writing now for complete information on all Scoremaster Scoreboards and how present boards can be brought up to date with Player and Foul Panels.

THE M. D. BROWN COMPANY
2207 Lake St. MUtual 3-3100 Niles, Mich.
"When Split-Seconds Count, Count On Scoremaster"

Circle OV-276 on reply card, last page

specify BOSTON®
PENCIL SHARPENERS

buy quality for economy

Engineered to meet today's high standards for schools... Rugged and durable... These Boston Sharpeners will give you more service for less maintenance than ever before.

Write for information and prices to Dept, F

C. HOWARD HUNT PEN CO., CAMDEN 1, NEW JERSEY

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TIFFANY® STANDS

Designed to make your equipment dollars go farther while making your classrooms...
QUIETER..... SAFER

MODEL 5002

GREATEST ALL PURPOSE, completely safe, Stand for costly office machines. Adjustable open top . . . noise-escape hatch. Castings cover retractable casters; anchor firmly on floor.

MODEL 8000

VIBRATION-FREE RIGIDITY. Square, tubular legs. Adjustable, one piece, open top . . . noise-escape hatch.

For further information, write Dept. OV

TIFFANY® STAND CO.
7350 Forsyth · St. Louis 5, Mo.

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NEW! FLEX-N-FLOAT® MOWING

For better, easier, lower cost grounds maintenance with

Ariens 26" or 34" Rotary or 30" Reel

Imperial RIDING MOWER

Only Ariens IMPERIAL has exclusive Flex-N-Float Mowing to follow every ground contour without scalping! Interchangeable reel or rotary mower units — plus many Insta Hitch attachments for year 'round use. Powerful 5½ h.p. engine — 4 forward speeds; reverse. Fingertip controls. Unequalled for engineering, construction, easy servicing, dependability! Mail coupon for free literature, operating cost details of Imperial's 900-hour performance test on a major city's school grounds!

ARIENS COMPANY, 277 Calumet
Brillion, Wis.

Send facts about the Imperial's 900-hour performance test advertised in OVERVIEW.

Name _____

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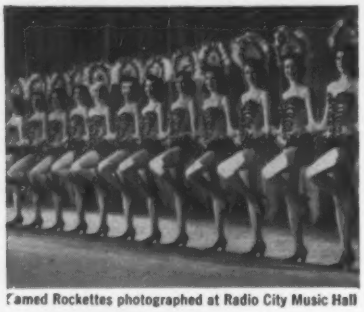
PRECISION



Famed Rockettes photographed at Radio City Music Hall

means STRENGTH

in SAMSONITE FOLDING CHAIRS

The reason: Samsonite's precision engineering, and electrically welded tube steel construction—Bonderized to resist rust for years of service. You also get *ease of handling* (one man can set up 500 Samsonite Chairs in 15 minutes!) *... comfort ... style ... value and economy!*

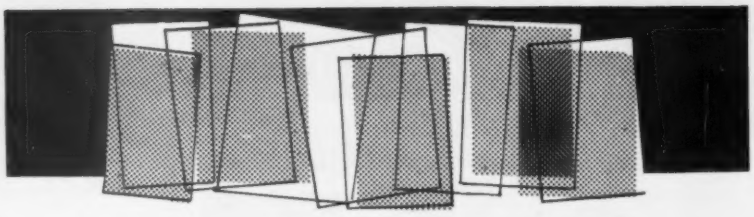
now at a new low price

Samsonite

folding chairs

Find It Fast In The Yellow Pages

For church, school, club, or group seating info., see your Yellow Pages, or write: Shwayder Bros., Inc., Institutional Seating Div., Dept. OV110, Detroit 29, Mich.



PRODUCT LITERATURE

For further information on any of the catalogs listed in this section, circle the identifying OV number on the postage-paid reply card at the back of this issue.

Bleachers, Grandstands

"Mayco Portable and Permanent Bleachers and Grandstands". Indoor and outdoor bleachers and grandstands engineered for safety. I-beam and high carbon steel tubing construction. Tubular Structures Corp. of America, 2960 Marsh St., Los Angeles 39, Calif.

Circle **OV-401** on reply card, last page

Lighting Handbook

Revised edition features fold-out page of the electro-magnetic spectrum, information on distribution and light measurements, a section on the newest light sources, information on coefficients of utilization and maintenance factors, footcandle tables, many application illustrations. Westinghouse Electric Corp., Bloomfield, N.J.

Circle **OV-402** on reply card, last page

Science Furniture

Complete line of Kewaunee stock science furniture for secondary school classrooms described in Section KTF, 1960 Edition. Items include: instructors' desks; student tables for chemistry, physics, biology and general science; fume hoods; sink assemblies; aquariums; germinating beds; storage and display cases. Floor plan layouts shown. Ke-

Circle OV-280 on reply card, last page

Dish Caddy*

TRADE MARK

FOR NEW EASE IN DISH-HANDLING!...

Dish Caddy is superior in performance as well as economy. It ends breakage of dishes in transfer, handling easily, even with a full load. STORES NEATLY UNDER SERVING COUNTER, eliminating unsanitary storage shelves. Construction is all welded stainless steel with translucent plastic covers.

*U.S. PAT. NO: 2,835,546

The line features Service Caddys for every need . . .

as well as a large group of Utility Caddys.

Caddy-veyor

the last word in large scale dish, tray and rack handling.

For further information write for folder group SE-33

Caddy CADDY CORPORATION OF AMERICA

SECAUCUS, NEW JERSEY

waunee Technical Furniture Co., 3005 W. Front St., Statesville, N.C.

Circle **OV-403** on reply card, last page

Projector Table

Flyer shows how the Miller Projector Table adjusts to floor unevenness. Top is of burn-proof plastic laminated to ¾" plywood. Miller Mfg. Co., 3310 E. Roxboro Rd., N.E., Atlanta 5, Ga.

Circle **OV-404** on reply card, last page

Snowthrower

The Jari Two-Way Snowthrower, the subject of a new 4-page folder, features a rotary fan that changes direction at the same time the discharge chute is reversed. Jari Products, Inc., 2980 Pillsbury Ave., S., Minneapolis 8, Minn.

Circle **OV-405** on reply card, last page

Sportslighting

". . . Night Time is Play Time". Pocket-sized bulletin features nearly 100 suggested lighting layouts for sports from archery and badminton through volleyball and wrestling. Crouse-Hinds Co., Syracuse 1, N.Y.

Circle **OV-406** on reply card, last page

Steel Products Films

Thirty-five films covering a wide range of general interest topics on steel and its uses are described in a new illustrated catalog. Catalog is free; films on loan basis. Republic Steel Corp., Commercial Research Div., 1436 Republic Bldg., Cleveland 1, Ohio.

Circle **OV-407** on reply card, last page

Drawing, Measuring Instruments

A comprehensive catalog of drawing sets, designing aids, drafting materials, computing and measuring devices, surveying instruments, available from Alvin & Co., Inc., Windsor, Conn.

Circle **OV-408** on reply card, last page

Film on Soldering

Schools which offer instruction in sweat soldering for the plumbing, heating and air conditioning trades will find this 16mm color film valuable. Hercules Chemical Co., 416 Broadway, New York 13, N.Y.

Circle **OV-409** on reply card, last page

Slide-Making Materials

"Vis-Ability Unlimited". Uses, prices, and how-to-do-it information on materials needed to make transparencies for overhead projection. Projection Optics Co., Inc., 271 11 Ave., East Orange, N.J.

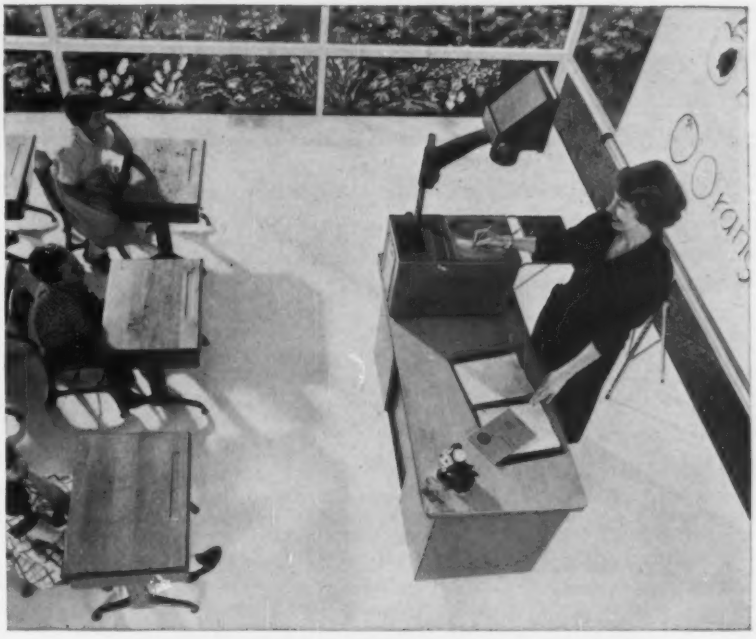
Circle **OV-410** on reply card, last page

Hand, Hair Dryers

"Quickie Dryers". Specifications and facts about how money can be saved through efficient hand and hair dryers.

Circle **OV-268** on reply card, last page

Even in classrooms sunshine bright...



AO's NEW OVERHEAD DELINEASCOPE

gives the clearest image you've ever seen!

This revolutionary new overhead projector, by American Optical Company, was developed around a powerful 1000 watt light source to give you the brightest . . . biggest projected screen image you've ever seen. Even the extreme corners are sharp and clear because a specially designed Fresnel lens affords perfectly balanced illumination to every square inch of screen area.

This precision teaching instrument will project all the line, form and color of a 10" x 10" transparency up to a huge 177 sq. ft. screen image . . . in crisp, accurate detail.

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AO's Overhead Delineascope helps give your program an unlimited flexibility that is not possible with any other AV medium. You can emphasize or dramatize by adding to your prepared teaching material on-the-spot.

You'll want to see all the new, exclusive features that make this instrument a practical investment in creative teaching. Your AO Salesman or Audio-Visual Dealer will be happy to arrange a demonstration at your convenience.

American Optical Company

SPENCER

INSTRUMENT DIVISION, BUFFALO 15, NEW YORK

Dept. M71

Please send complete information on AO's New Overhead Delineascope.

Name_____

Address_____

City_____ Zone____ State_____

IN CANADA write—American Optical Company Canada Ltd., Box 40, Terminal A, Toronto, Ontario

Circle OV-284 on reply card, last page

How VU-GRAPH "TEACHING ASSISTANTS" Extend The Capacity Of Your Present Faculty

By Stephen D. James, M.A. English, M.A. Ed.

Beseler Vu-Graph Overhead Projectors can be valuable, time-saving "teaching assistants" that expand the teaching capacity of your present faculty. This has been convincingly demonstrated in several long-term programs which have been sponsored in the interest of improving teacher utilization and efficiency.

HOW VU-GRAPH MAKES AN EFFICIENT TEACHING "SYSTEM"

Vu-Graph has actually been made the center of a highly efficient new teaching system. It permits a single teacher to handle extremely large classes . . . even groups of classes, in "teamwork" projects. The unique flexibility of Vu-Graph makes it far more than a simple "visual aid" because it lets a teacher—project transparencies behind her from the front of a fully lighted room . . . face her class . . . write, sketch, erase or test on the projected image . . . project overlays to build a complex picture in simple steps . . . and prepare lessons in advance on cellophane or acetate rolls.

WHAT VU-GRAPH IS

Vu-Graph is an "over-the-shoulder" or overhead projection instrument which permits placement of transparent visual aids on a self-illuminated horizontal projection stage. The glass cover over the large aperture of the stage also provides a writing surface at a convenient, normal position. The projection stage holds a support post for a projection head that stands above it. The lens-mirror assembly of the head, pointed downward at the aperture, "sees" the transparent material and casts a huge, brilliant image behind the operator.

THE VALUE OF PROJECTION IN A FULLY LIGHTED ROOM

The Vu-Graph image is so brilliant and large (up to 13' x 13') that it may be seen from every corner of a room fully lighted by bright sunlight or artificial illumination. Learning value of visual aids used on Vu-Graph are greatly multiplied; students may take notes or do written exercises during projection. Class control or ventilation problems of darkened rooms are non-existent.

TEACHER FACES CLASS, SEES RESPONSE

The combination of Vu-Graph projection behind the teacher with its ability to produce a brilliant image from the front of a fully lighted room means the teacher faces her class. She observes individual expressions that tell her whether to proceed, or stop to emphasize or repeat.

TEACHER WRITES, SKETCHES, ERASES OR TESTS

A teacher may write, sketch or erase spontaneously on transparencies as she projects them, making a "live" teaching medium of Vu-Graph visual aids. Equally important, cellophane or acetate rolls make Vu-Graph an "electric blackboard" for grammar exercises, arithmetic problems, science diagrams, tests or other lesson materials. Prepared in advance or before students' eyes, they may be re-used. This saves countless hours otherwise spent erasing and rewriting on a chalkboard; writing space is never limited and material can be seen from every seat.

OVERLAYS BUILD COMPLEX CONCEPTS IN SIMPLE STEPS

Overlay transparencies on Vu-Graph start with a simple idea and add steps to complete a complex concept. An unusually concise method of teaching in any subject, it minimizes confusion and eliminates time-consuming unnecessary explanation or discussion.

VU-GRAPH TEACHING ASSISTANTS IN YOUR SCHOOL

Properly used, a single Vu-Graph shared by your present faculty—or one in each classroom—can pay rich dividends in better teaching, better learning and in more effective use of your present budget. For a copy of an informative booklet "Use Of The Vu-Graph As An Instructional Aid" and, if you wish, a free no-obligation demonstration, write to:

CHARLES BESELER COMPANY, 210 SOUTH 18TH ST., EAST ORANGE, NEW JERSEY

Bulow Electric Co., 11000 Capital Ave., Oak Park 37, Mich.

Circle OV-411 on reply card, last page

Packaged Boilers

Bulletin No. 149D contains ratings, dimensions and technical data in easy-to-read tables on Kewanee forced-draft Scotch Type packaged boilers for high and low pressure applications. American-Standard, Industrial Div., Detroit 32, Mich.

Circle OV-412 on reply card, last page

Color in the Classroom

"The Science of Decorating Schools" tells how to determine the most effective color combinations for various exposures. The decoration of special areas such as gymnasiums, cafeteria, corridors, activity rooms is explained. Formulas for school colors and swatches included. National Chemical & Mfg. Co., Chicago 9, Ill.

Circle OV-413 on reply card, last page

Decorative, Rolled, and Wire Glass

New and striking designs of some extremely decorative glass patterns are pictured and described in a booklet available from Libbey-Owens-Ford Glass Co., Toledo 1, Ohio.

Circle OV-414 on reply card, last page

Hydraulic Vise

Booklet describes how the Warn Hydraulic Vise can be used as a bench, leg, standing or tail vise—to hold wood, metal, plastics, glass, pipe, round stock, or irregularly shaped material. Special jaws can be custom made. Warn Sales Co., Riverton Box 6132-L, Seattle 88, Wash.

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Tractor Service Film

"Old 8719". Film takes you step-by-step through the disassembly of an old model Gravely tractor, then shows the re-assembly of the tractor, adding all of the new improvements to date. It suggests shop techniques, shortcuts, tricks of the trade in efficiently servicing the tractor. Gravely Tractors, Dunbar, W. Va.

Circle OV-416 on reply card, last page

Using Glass Well

"Glass, Integral Component of Quality Lighting". Offered as an idea stimulator for architects, contractors, engineers and designers. Look for unusual glass treatment in library installation in the University of South Carolina. Corning Glass Works, Lighting Sales Dept., Corning, N.Y.

Circle OV-417 on reply card, last page

Copying Machine

The Thermo-Fax Copying Machine does many jobs in the school system such as making copies of correspondence in 4 seconds, addressing gummed labels in-

stantly, laminating quickly and economically. Full information from Minnesota Mining & Mfg. Co., St. Paul 6, Minn.

Circle **OV-418** on reply card, last page

Popcorn Machine

"Popcorn Belongs". Questions and answers that will tell you all you need to know about this profitable project. Gold Medal Products Co., Cincinnati 14, Ohio.

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Projection Screen

Lightmaster's sinusoidal design projection screens offer unusually bright pictures and extremely wide viewing angle. The design utilizes refracted light with maximum efficiency. Room darkening is eliminated. Lightmaster Screen Co., 12270 Montague St., Pacoima, Calif.

Circle **OV-420** on reply card, last page

Fir Plywood

"Fir Plywood for Today's Construction". Data on types, grades, typical uses and sizes for plywood panels. A great deal of helpful information for architects. Douglas Fir Plywood Assn., Tacoma 2, Wash.

Circle **OV-421** on reply card, last page

School Shop Equipment

16-page catalog shows the ASI line of school shop benches, lockers, cabinets, desks, stools and accessories. New design ideas permit unusual flexibility in shop arrangement. Angle Steel, Inc., Plainwell, Mich.

Circle **OV-422** on reply card, last page

Movable Partitions

"Catalog No. 920". ColorLine partitions provide an attractive, practical answer to space division. Unistrut framing permits unlimited freedom of design, colors, textures, and patterns. Sound-retarding, strong, yet not bulky. Unistrut Products Co., 933 W. Washington Blvd., Chicago 7, Ill.

Circle **OV-423** on reply card, last page

Weatherproofing Coating

Booklet explains how Flexible Resto-Crete, a weatherproofing coating for concrete and masonry, offers an effective barrier against water penetration, yet controlled porosity permits interior water vapor to escape. Western Waterproofing Co., 1223 Syndicate Trust Building, St. Louis 1, Mo.

Circle **OV-424** on reply card, last page

Laboratory Glassware

"Catalog Supplement SP-64". Over one hundred pages of brand new items in the Kimble line such as boiling and distilling flasks in Kimax "hard" glass; unusual pipets; a variety of cylinders. Owens-Illinois, Kimble Glass Co., Toledo 1, Ohio.

Circle **OV-425** on reply card, last page

Circle **OV-285** on reply card, last page

Bruning's amazing new Copyflex 105 copying machine *costs no more than a typewriter,* saves hundreds to thousands of dollars annually in the preparation of transcripts of student records, progress reports, schedules, accounting reports, examination sheets, purchase orders and a host of other paper work.

With Copyflex 105, you type or write information only once on one original form or sheet. From the original, you make sharp, clear Copyflex copies—in seconds—at the low cost of 1¢ each for letter size for materials. Information can be added, changed, or blocked-out on the original, at any time, and Copyflex copies again made of the up-to-date or revised original. No typing. No proofreading.

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FOR INFORMATION ON LANGUAGE LABORATORIES

"A Sampling of Available Equipment" is shown on pages 47, 48 and 49 of this issue. You can obtain descriptive literature on all of the products shown there together with those listed here by circling OV-501 on the postage-paid reply card to the right. There is no charge or obligation for this service which is provided to OVERVIEW readers.

Monitor—A senior citizen in the field with installations in high schools and colleges in nearly every state, and some 200 U. S. Government installations in 50 countries around the world. Electronic Teaching Laboratories, Inc., 5034 Wisconsin Ave., N. W., Washington 16, D. C.

Audio Teaching Center—"Dashboard" design of booth, conversion to portable units, and university-based design. Audio Teaching Center, New Haven, Conn.

Fleetwood Lingua Center—24 page specification manual and planning service are featured, with variety of student positions optional. Fleetwood Furniture Company, Zeeland, Mich.

Hamilton—Experience with school cabinets and furniture marks this line. Hamilton Manufacturing Company, Two Rivers, Wis.

Instructomatic—Students hear program via transistorized amplifiers; recording only as necessary. Instructomatic, Inc., 8310 Fenhall, Detroit 38, Mich.

Langua-Lab—Complete, self-contained individual units, supervision at each desk. Educational Electronics, 167 Chestnut St., Albany 10, N. Y.

Viking—A brochure and catalog offers planning service. Viking of Minneapolis, Inc., 9600 Aldrich Ave., S., Minneapolis 20, Minn.

V-M Corp.—Featuring the V-M Add-a-Track tape recorder. V-M Corp., Audio Teaching Department, 305 Territorial, Benton Harbor, Mich.

Mobile-Tronics—Self-contained roll-around dual head tape recorder for up to eight students. Mobile-Tronics, 1703 Westover Road, Morrisville, Pa.

Porta-Control—More complete roll-around cabinet with storage and plugs for up to 36 students. Robert H. Redfield, Inc., 1020 S. Wabash Ave., Chicago 5, Ill.

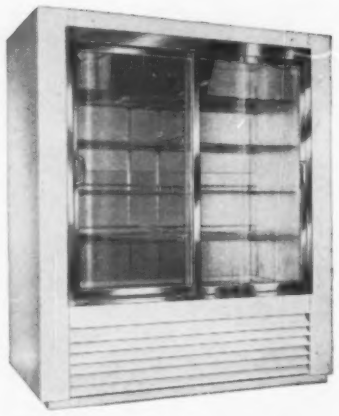
Dictaphone—Just announced installations of language laboratories. Dictaphone Corp., 730 Third Ave., New York 17, N. Y.

Switchcraft—Simplicity and low cost in equipment designed for use in regular classrooms. Switchcraft, Inc., 5595 N. Elston Ave., Chicago 30, Ill.

Circle **OV-286** on reply card, last page

NOR-LAKE...
"FINE-LINE" in every way!

R-15 REFRIGERATOR — Eight adjustable plated wire shelves, ten big storage areas in 15 cu. ft. Aluminum interior, heavy cold rolled steel with baked enamel exterior. Double two-keyed locking doors. Door heater strips seal for total cold. Fully automatic condensate removal. Fine-Line styled, also available with drawers and Blood Bank Alarm system for biological uses.



R-45G REFRIGERATOR—Big 45 cu. ft. capacity in Fine-Line heavy steel cabinet. Sliding doors are three ply glass. Fiberglas insulation, multiple frame and double-door heater strips seal in cold. Polished aluminum frame, baked enamel exterior. Companion 45 XHG Freezer with R45G features available. Also solid-door Refrigerator, Freezer and Refrigerator-Freezer combination with same capacities are available.

NOR-LAKE'S FINE-LINE IS A FULL LINE!

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NOR-LAKE, *Inc.*
Second and Elm,
Hudson, Wis., Dept. 306

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Please rush FREE illustrated information on ☐ Freezers ☐ Refrigerators ☐ Walk-in Coolers

Other_____

NAME_____

ADDRESS_____

CITY_____ STATE_____

Use This Reader Service Card For More Information on Products and Services

The business reply card covers products and services referred to in both advertisements and editorial reviews in this issue. The key (OV number) is found above the advertisement or following the editorial listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card and mail it to us.

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470 Park Ave. South, New York 16, N. Y.

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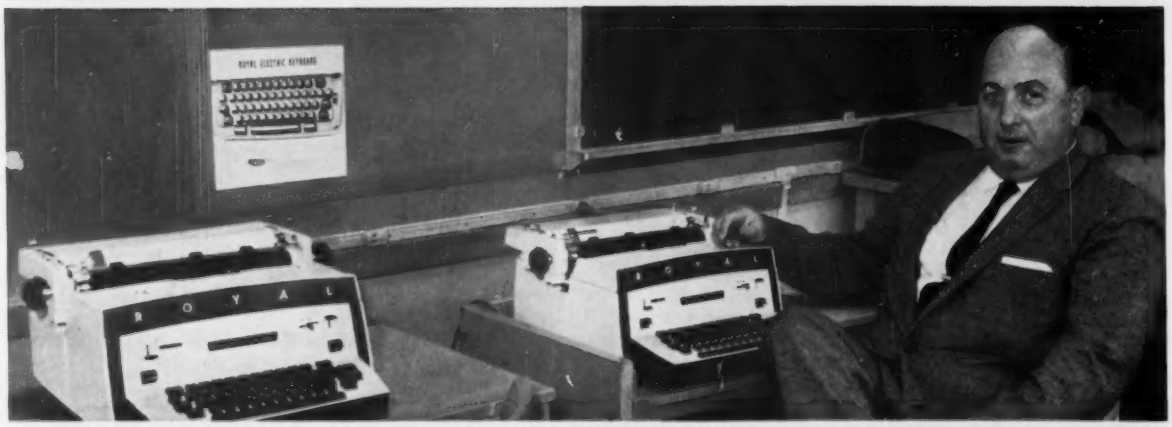

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